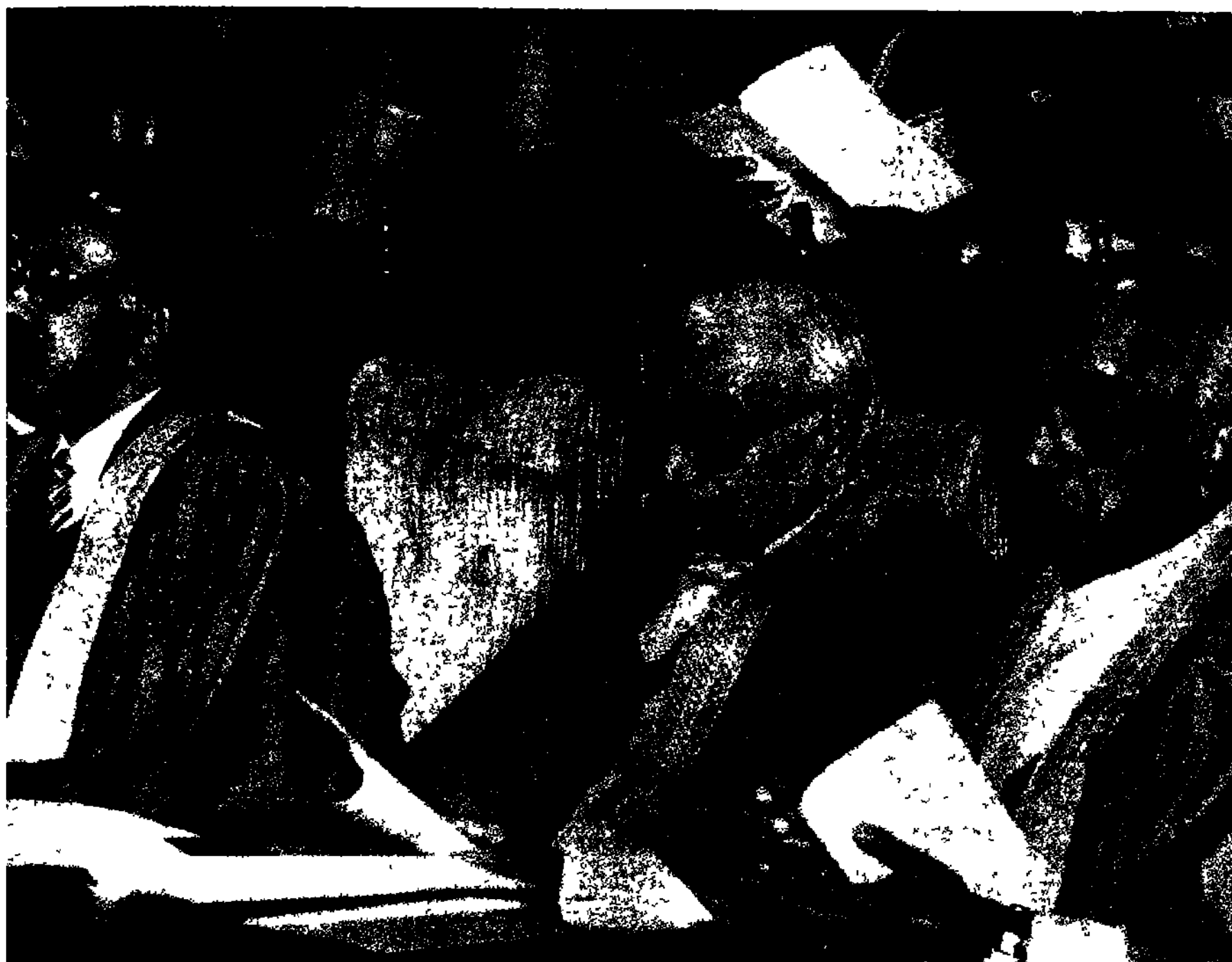


University News

MONDAY, MAY 10, 1993

Rs. 5.00

JNTU Convocation



From L to R Dr I Gopal Reddy, Vice-Chancellor, Jawaharlal Nehru Technological University, Shri Krishan Kant, Governor of Andhra Pradesh & Chancellor of the university and Prof G Ram Reddy, Charman, UGC, who delivered the convocation address.

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for Academic year 1994-95

In order to increase mutual understanding between the people of the United States and the people of India by means of educational and cultural exchange, and to strengthen the ties between the two countries, the United States Educational Foundation in India announces the competition for the following Fulbright Fellowships which are tenable during the academic year 1994-95

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Requests for detailed information and application forms may be addressed to the concerned USEFI office at the address given below, along with a self-addressed and stamped (Rs 3 00) envelope of 10" x 7" size

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For Eastern Region USEFI Regional Office, The American Centre, 38A Jawaharlal Nehru Road, Calcutta-700 071

For Western Region (including Madhya Pradesh) : USEFI Regional Office, "Sundeep", New Marine Lines, Bombay- 400 020

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Editor:

SUTINDER SINGH

Management Education at Cross Roads

Nageshwar Rao*
Pawan K. Sharma**

Indian managers with professional capabilities, skills and competence are exposed to the temptation of isolating themselves from the mass of people around them and living a kind of ivory-tower existence, in a closed society of their own group of relative affluence. Today, the context in which our managers have to function is changing rapidly. Their outlook and approach should reflect this change and institutions imparting management education have to restructure themselves to reflect this phenomena. At global level, the emphasis of management education is directed to the use of management ideas in the context of wider socio-economic problems. Apart from industry, the application areas of management vary widely from population control and agriculture to almost all the sectors of economy like public sector, public health, small industry sector, co-operation, rural development, etc. In India also, IIMs have worked on a variety of sub-sectors and their problems, and so have realigned the role and scope of management science from narrow view-point of industry to a broader spectrum of social services.

Let us look back. The Board of Management Studies (BMS) was constituted in 1953 on the recommendations of an expert committee appointed by All India Council of Technical Education (AICTE). The responsibilities entrusted to BMS are to formulate courses of study in management, to identify institutions which should conduct these courses and promote a coordinated development of management studies in India. Subsequently, Administrative Staff College of India (ASCI) was established in Hyderabad in 1957 on the lines of ASC at Henley in England. Further, on the recommendations of Indian Management Study Team's visit to U.S.A. in 1959, discussions of Dr V.K.R.V. Rao with U.S.A. in 1956 and report prepared by Dean Robbins of the University of California, the Government decided to establish two institutes of management. The IIM at Calcutta was the first National Institute set up in 1961 in collaboration with the MIT Sloan School of Management. The IIM at Ahmedabad was set up immediately thereafter in collaboration with the Harvard Business School. This has been followed by the setting up of IIM Bangalore in the early 1970s and much more recently, the IIM at Lucknow has been set up on the basis of the recommendations of the Government's Review Committee on the IIMs. Management education is also imparted by XLRI, XISS, TISS, BITs, etc. National Institute of Bank Management, Pune, Institute of Public Enterprise, Hyderabad, Management Development Institute, Gurgaon, IGNOU, Delhi, etc. are contributing significantly to training programmes and part-time programmes in management education. Many of the universities have made an attempt to shoulder the responsibility of imparting management education to meet the ever increasing requirements of business world. There has also been a number of private management institutes offering management courses leading to diploma/degree. Against this scenario of management education a few issues are identified in the subsequent paragraphs.

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Institutions imparting management education are not functioning under a common code of conduct and uniform structured environment. The funding, activities, extent of autonomy, marketability of products, infrastructural support of these management institutes vary widely from each other. ASCI and XLRI are totally autonomous. They generate their own resources through teaching and consultancy. IIMs, University schools of management and other institutes are funded by the Government directly or through its agencies. Except IIMs, the infrastructural support at other institutes and schools imparting management education vary widely. The IIMs concentrate fully on teaching, research and consultancy. Universities lay emphasis on teaching and that too in the form of full-time and part-time MBA courses. On account of various operational bottlenecks, Universities could not encourage consultancy and short term teaching courses in the shape of Executive Development Programmes. Even in the sphere of imparting management education for degrees, the schools of management are not in a position to maintain uniformity of standards. Some universities could get prestigious AICTE projects while a few of them are not getting a single paisa from any source. Recently, AICTE has put a restriction on starting of management courses without its prior concurrence. This is a step taken in the right direction. There is a need to reduce this widely divergent structure of management education.

It has been increasingly accepted that management education and research can, and should, be concerned with wide range of economic and social sectors of nation's operating system. More action-oriented research is required on problems like unemployment, appropriate technology, urbanisation, population explosion, etc. Only at the level of IIMs, such diversified activities can be witnessed like IIM Calcutta in population studies, IIM Ahmedabad in agriculture, etc. At the management schools in university system initiation is yet to be taken to diversify its activities. Recent pronouncements of the Government has clearly emphasised that universities must contribute significantly to the society and schools of management can play a greater role in this direction. In the context, government should also come forward with its problems with renewed faith and vigour.

We have broadly adapted the American Model for designing our courses. Exogenous models adopted in toto in haste might disrupt the ecological and social balance and constrain our inherent social, cultural and technological ability and would ultimately even corrode our inherent productive power. Management science developed largely in the West in a sociological, cultural

and economic environment vastly different from ours. One has, therefore, to be careful about adapting the basics to a specific situation of the environment. Gunnar Myrdal has expressed the view that "the use of western theories, models and concepts in the study of economic problems in the South Asian countries is a cause of bias, seriously distorting that study"; and has in fact, made it one of the main themes of his monumental work 'Asian Drama'. The environment in India is indeed so different from that in the advanced industrial countries that often rather ludicrous results can follow from a mechanical application of foreign experiences. At IIMs, some efforts have been made to indigenise management curricula. Even then, lot needs to be done in the area. Quoting Peter F. Druker, "Management is a discipline conditioned by the culture, the values, the traditions, the habits of a given society." To progress faster, we have to rely upon our own model of development, fashioned to suit the genius of the Indian people.

Experts Committees are constituted by the BMS as and when requests for opening of new schools of management are made in order to make an assessment of the ability of the school to offer courses of requisite standard. The Committee ensures that each such school, if opened, takes into account the growth characteristics of the region where the university is located. For a project approved by the Committee, liberal financial assistance is granted by the University Grants Commission through the University. State Government has to contribute a significant share in some spheres. It is almost a difficult proposition for a university to co-ordinate these funding agencies to utilise the allocated funds in the best interest of project. The resource crunch at all levels has forced the authorities to postpone implementation of these projects. As AICTE insists on holding admission test on all India basis, the schools of management hold written test at least in one of the metropolitan cities. We can witness a typical paradox here when the university schools of management organise written tests separately to select the requisite intake. Substantial quantum of public resources is lost on account of diseconomies of small scale. Besides, the highly privileged students of big cities are facilitated again and again by various university schools of management. This privileged group of students has more chances and high probability of selection in one of the management schools than any other group of students in the country. Whereas the spirit of regional schools of management is to train the locally available resources to solve the regional socio-economic problems.

As university education is financed substantially by public exchequer, Government has every right to ensure its proper utilisation. If university or the schools of

management demand autonomy, they have to generate resources on their own. Without this, their demand for autonomy does not carry any meaning. Management science lays emphasis on flexibility, initiative, rational decision making, lesser control, etc. but management education is imparted in an environment where all these basics are non-existent. The heads of the schools of management remain always busy with petty matters of administration. Even in challenging situations, they intend to play safe. In the rule-based structure, they try to take the shield of ordinances and byelaws for every trivial matter. If the management school cannot deliver results, they can easily pass on the buck. Schools of management have to maintain active liaison with the industry and have to build an effective social rapport. Little efforts are made by them in this direction on the pretext of bureaucratic culture of university burden of responsibility. A proper environment needs to be created by the university administration and the head of the school of management be asked to shed his traditional beliefs and be encouraged to share the financial burden of university administration.

As such there is shortage of management education in the country, there is a need to update the skills of management educators. IIMs have organised a number of faculty development programmes. Faculty from prestigious management schools be requested to work on deputation in some schools of management in universities. The university administration must also come forward to encourage their faculty to attend these programmes. It is necessary to bring a practical bias into teaching and training inputs. Appropriate blending of theory and practice is needed. In this multi-disciplinary science, the teaching must keep pace with technological development. It is equally necessary to bear in mind that management systems and methodologies evolved in one country are not easily transformed and transplanted to another country. Thus, the management system in our country has to be evolved and improved by our managers/institutions in full awareness and understanding of the needs of our people, culture, values, etc.

A cursory look at reports reveal that multinational companies (MNCs) are the biggest bidders for absorbing IIM products – the cream of the society trained at the cost of public exchequer. It is obvious that MNCs find it suitable to hire the management graduates trained in western approach. Our approach needs modifications at the level of course design with an in-built mechanism of inculcating a sense of dedication and involvement to the problems of socio-economic growth in India. The industry sector of country in private sector

reaps the benefits of management education in the country. As a result, management education became synonymous to business management education. Management has wide applicability and, therefore, thrust of management education should extend the frontiers to all the sectors of our economy. Further, the job-seeking phobia of management education should be broken and stress should be laid upon entrepreneurial activities which lead to economic development of the country.

The time has reached where we should not wait for slow pace of management education in the country. Numerous socio-economic problems still confront the development of the country. Development means efficient management alone. It is panacea of many ills. There is need of a managerial revolution in all corners of the country. The future of management science is going to solve all kinds of problems. Not only awakening of these problems is to be created in the mind of future managers but possible frameworks are also to be created.

Earlier collaboration with American education has made our initiation in the academic programme of management decisively American in orientation. This had some distinct advantage since we had immediate access to the latest developments in the growing field of management where modern theories and methods were utilised for a proper study of management problems. Now we have to rely upon research conducted for our problems and theories constructed upon it, as it will be more friendly to our culture, beliefs, values and cornerstones of the problems.

Once we assure ourselves that the quality of output is maintained in different schools of management in the country, we can look at the directions in which management education should take lead in future.

TO OUR READERS

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communications should, however, be brief and to the point.

Motivation in Sports Performance

The Role of Physical Education

S. Srivatsan*

Introduction

Physical Education is as old as mankind. Perhaps it can be said that in a way Physical Education has been a part and parcel of human civilisation from times immemorial. With the passage of time 'Physical Education', with advancement in scientific knowledge and with the effect of allied disciplines of physiology, psychology, sociology, physicals, chemistry, medicine, etc gave an off-shoot scientifically termed under modern sports terminology as 'coaching'. Originally specialised instructions for competent sportsmen/sportswomen were given by qualified Physical Educators, who had the knowledge, training and expertise to 'motivate' potential sportsmen/sportswomen for a 'better effort' to attain 'greater achievements'. With the 'experience' of a social brand of individuals - 'coaches' - since 1961 in our country specialised care of sportsmen/sportswomen has become a 'responsibility' of these coaches. We are aware of the 'techniques' adopted by the coaches to 'motivate' individuals for better performance in their chosen sports/games. The purpose of this presentation is to highlight the role of the 'Physical Educator' - who work in all levels of Education (Pre-primary, Primary, Elementary, High and Higher Secondary, College/University, etc.) and still not 'recognised for their contribution' in respect of motivation of individuals/wards for 'excellence/superior performance' in sports/games. Actually the Physical Educators - wherever they may work are the 'trail blazers' for motivation of sportsmen/sportswomen for 'putting in that extra bit of effort to realise their goal' - betterment of records/success in competitive conditions in a 'creditable way'. There is no denying of the fact and also there are no two opinions about this view point. But it is very necessary to highlight the fact "that how the clan of trained coaches catch of the threads left by the Physical Educators, to continue the work of undertaking the task of 'completing the weaving of the design of excellence in sports performance'. In a sense the Physical Educator is the 'warp' and the *Coach* is the 'Weft' of the texture of the motivated individual in sports.

Motivation and Arousal

"Motivation is a psychological, sociological and physiological phenomenon" (Frost - 202) motives initiate, sustain, give direction to and govern the intensity

of action. They also control inhibit, and stop certain kinds of behaviour. Several categories of motivation can be grouped under the following aspects.

A) *Homeostasis*

The human organism has a natural tendency to maintain a 'constant internal environment'. This tendency to return the body equilibrium is 'homeostasis'. Any external/internal stress (as - trauma, heat, fear, anger) will stimulate/prompt the body/organism to act. Fear may cause the individual to avoid/get out of a situation, anger (pugnacity) to fight, and shock (trauma) to move away from the area of danger. The need to reduce tension and return to a state of 'relaxation action'.

B) *Satisfaction of Needs*

Under conditions of danger/threat to life, the desire to survive will be on 'top priority' among the needs for an individual. A person who is playing a game, if suddenly sees a situation, where there is 'danger to his/her life, will not think of Trophy/Award, but will run away as quickly as possible to save oneself/self protection/security. Psychologists like Maslow have arranged needs such as survival, security, belonging, esteem, self realisation and self-actualisation in that order. These factors motivate individuals according to situations. The urge to struggle when obstructed, escape when confined, excel when challenged and fight when angered are typical examples by which individuals respond to situations which restrain, humiliate or limit one's freedom.

We must not lose sight of 'Fun and Joy' as strong motivating factors in Physical Education. Activity (games/sports) gives pleasure to the participant. Skill for performance increases one's joy and leads to more permanent satisfaction. Both are very essential and significant.

C) *Self Concept*

The way an individual sees himself/herself and the way a person considers as to how he/she is looked upon by other is certainly bound to influence one's personality and behaviour. If any individual thinks of him/her as a kind and help for person, he/she will try to assist another in trouble. In the same way as one perceives himself/herself will act towards the other. The Physical

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Education teacher has many opportunities to favourably influence the 'self concept' of sportsmen/sportswomen. Self concept includes a person's level of confidence which influences one's ultimate achievement.

D) *Expectations*

Closely related to the condition of 'self concept' is the factor 'expectations'. Trying to live up to established reputation will itself be motivating. The role of feels that he/she is expected to play often determines how an individual will act, if a student feels that his Physical Education teacher has high expectations about him/her, then that student will put forth his/her best to live up to such demands. The Physical Education teacher who lets his/her wards to know what are expected of them, will make the wards draw inspiration and induce them to increase their level of aspiration and attain excellence in performance in the concerned game/sport/activity.

L) *Level of Aspirations*

The level of aspiration is related to the concept of 'expectations' and therefore involved 'setting of goals'. Actually speaking - 'A motive is the same as 'set' in learning as it predisposes and individual for certain activities and for seeking certain goals" (Kamlesh - 205). A highly motivated individual endeavours to realise, (a) worthwhile objective, (b) strives for an ideal, and (c) tries to accomplish a difficult task. The P.E. teacher should make the goals challenging - but attainable, worthy of intense effort and a commitment to be aspired for. A level of aspiration - which is too low does not lead to great accomplishments. Success normally leads to higher levels of aspirations.

F) *Frustrations, Challenge and Self Discovery*

For optimum development of the individual, tasks should be difficult enough to require effort and hard work and not so difficult to leave an atmosphere of frustration and a sense of failure. The greatness learning and best performance result as caused by constant practice, gradual overcoming of challenges and increased confidence in tackling individual and group problems. Therefore, the Physical Education teachers should assist individuals to avoid too many failures - which as a matter of fact lead to persistent blocking of goals resulting in frustration, aggression, regression, fixation, apathy and dependency which are counter-productive of motivational endeavours. 'Challenges in the Environment' provide for the development of 'true self confidence' which inculcates in the individuals qualities of intense effort, persistence and determination leading to self-discovery, self-responsibility, self-

direction, self-control and self-initiative so essential for motivation for excellence of performance in sports/games" (Sopenson and Malm - 430).

G) *Social Determinants*

Normally individuals get motivated to a greater or lesser degree by the opinions of their counterparts, customs of the people, socio-economic conditions/status of others with whom they move about and live. Individuals attach importance to positions/privileges (Captains/President, Office Bearers etc), to be invited for functions, appointed/nominated to committees, allotted responsibilities, etc. "Individual Behaviour is often motivated by a strong desire to achieve socially" (Saertain et al - 78).

H) *Propriate Striving*

"That which is intimately and peculiarly ours is termed as 'proprium'" (Frost - 206). 'Ego' and 'Self' are closely related to a sense of uniqueness. Otherwise it is actually a 'sense of inward unity'. Striving according to one's capacity leads to achievement of a goal as a commitment. "In a sense it is resistance to homeostasis until the goal is reached" (Srivatsan - 18). Propriate striving is a kind of motivation, it is motivation to desire to be best, the finest, the greatest and the topmost for achievement of self-fulfilment. For example Albert Einstein, Mother Teresa, Jesse Owens, Cassius Clay, Donald Bradman, Milkha Singh, Ramesh Krishnan, etc.

I) *Arousal*

There are myriads of instances where human beings have performed unbelievable feats under the influence of strong emotion/feeling. "The classic example of Bob Beaman in *Broad jump* at the 'Mexico-Olympics' - 1968 Olympics, has become a legend - where "A black athlete' strongly motivated against 'apartheid' feelings, surpassed *Broad jump* record of yet another 'black athlete' a Jesse Owens and established a near impossible record. It was told that when the legendary 'Carl Lewis' jumped at Los Angeles stadium during 1984 Olympics, Bob Beamen was at the edge of his seat - perhaps his fingers crossed! He must have had a sigh of relief when Bob Beamen came to know that his broad jump record still stood!" (*Sports Star* - August 1984 page 28).

Physical Educators need to arouse players/teams to achieve superior performance. There is a point of 'optimal arousal'. For each person in each contest, sport and position. "When too much excited sportsmen/sportswomen tend to lose their fine co-ordination, steadiness and ability to concentrate and think" (Frost - 207). The job of the

Physical Educator is to determine the point of optimal Arousal for each person in each sport and in each contest. Arousal for high level competitions and Arousal for Learning Motor skills are not the same. There is what is called 'threshold of arousal' - which can be utilised by the Physical Educator to motivate his wards for active competitions as well as 'relaxed but attentive phase' of learning motor tasks/sports skills

Motivation in Physical Education and Sports

In Education in general and in Physical Education and Sports in particular the emphasis is on 'pushing' the individual to learn activities of life and achieve higher standards of performance. Motivation is a very effective device for Physical Educators to bring about the needed and effective changes in the (a) behaviour, (b) attitude, and (c) the performances of the individuals at any stage. Intrinsic and extrinsic motivational techniques are studied for their values and adopted by Physical Education teachers in their effort to 'Draw the best from each student' with special reference to 'sports performance'. The natural urge for activity (intrinsic motivation) coupled with the objective motivational devices (extrinsic motivation) such as awards, honours, trophies, privileges, rewards, marks, etc. Assist potential 'sportsmen/sportswomen' in not only stimulating them for general learning but more so for 'higher attainments in sports/games performances' (Lawther -108)

Research studies on motivation indicate that young children (Age Group 8-16) should not be motivated beyond their physiological as well as psychological limits. So it is imperative that the Physical Education teacher should understand the 'Why', 'What', 'How' 'When' and 'Where' and also "To whom & how much" of motivation in dealing with individuals under his/her professional service (Kamlesh-213)

Factors that Influence the Motivational Process

Every Physical Education teacher should be aware of the following factors that affect motivational process and accordingly deal with the students who come to him/her for Physical Education/Sports lessons

- (1) *Health of the Students* : Physical & mental health. The Psycho-physical well being of an individual is an important adjunct to motivation among children/adults
- (2) *Environment* (Nurture) - Congenial and healthy environment is helpful in augmenting appropriate

motivation much needed for better performance in sports and games

(3) *Sublimation of Urges/Drives* - Channelisation of the urges/drives through useful activities - that are individually satisfying and socially accepted. Sports/games serve as strong 'outlets' for pent up feelings.

(4) *Activity Method of Learning* - Learning by doing itself is a great motivational factor. The thrill of personal experience interests children and maintains their desire for activity.

(5) *Personality of the Physical Education Teacher and his/her Approach (Methodology) to Teaching* - The Physical Education teacher's get up, his knowledge, his skills, ability to demonstrate, correct mistakes, innovate teaching procedure, patience, impartiality and above his ability to communicate brings about intensive motivation among students.

(6) Thrill of competition (self competition - competition with others), watching films, T V matches, charts, graphs etc. - Audio-visual aids, are conducive of better motivation. "Motivation builds up confidence. Confidence leads to control of movements. Control coupled with concentration assist each sportsman/sportswoman to become 'active and creative force' in society" (Crow & Crow - 128). In this educational endeavour the Physical Educator plays no mean part.

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Translation as a Literary Discipline

Rewards of Being a Translator

A.L. Deshpande*

Are translators the descendants of the people of Babel, condemned for their arrogance (in building the proverbial tower of Babel and trying to reach heaven) to a confusion of tongues and thereby making confusion worse confounded? Or, are they, after Alexander Pushkin, the 'couriers of the human spirit' who literally transport (in Latin *translatus*, a carrying across) books over the abyss of different languages?

Your judgement will, of course, depend on the quality of translation rendered by the translator in question. If the quality of translation is poor you cannot but agree with Vladimir Nabokov:

"What is translation? On a platter
A poet's pale and glaring head,
A parrot's screech, a monkey's chatter
And profanation of the dead"

But if the translations are outstanding, there is no doubt that such translations can help enlarge the literary horizons of a language in which the translations have been carried out. In fact, a good translator is the most invisible, yet most indispensable figure for the growth of literature.

This may probably be the reason why many literary giants have undertaken the work of translation with a missionary zeal. Even Goethe, who regarded his literary activity to be 'one of the most important and valuable concerns in the whole of world affairs', found time to translate literature from ten different languages into German and Andre Gide argued that every writer "has an obligation to render at least one foreign work of art into his own language."

The importance of good translations apart, the experience of translation imparts a competence which every student of literature needs to cultivate. We all know that a literary text does not easily yield its full import to a reader unless he reads it very carefully because here the words are used in such a manner that their total effect is greater than the sum of what the words may individually add up to. And real joy that

literature has to offer often consists in discovering this hidden meaning. This joy of discovery can be a proud possession of only that reader who chooses to read the text closely and this close reading is best promoted by an attempt at translation.

Mr. Sujit Mukharjee in his essay 'Translation As Discovery' has conceived of three kinds of reading when you read a text merely for your own understanding it is the lowest level of reading. He calls this kind of reading 'hermetic' because in this kind of reading there is no obligation on the understanding to escape the understander. The middle level reading is one undertaken for the purpose of exegesis. Exegetic reader has the obligation to communicate his understanding and thereby give an evidence of his having read the text thoroughly. The translator too has to communicate his understanding but the exegete is in an advantageous position over the translator in as much as he has the freedom to express his understanding in whatever manner he thinks fit and quite often he chooses to express it in the language in which the text was composed. The translator's reading has to be of the highest order because if he is to be true to his job, he has not only to interpret the text but also to restructure the interpretation into the target language in such a manner that the rendering shall be, as far as possible, like the original structure. He has indeed a tough job, because he cannot subtract from the original text and he adds only at great peril. He can state, rather restate, in the target language without the facility of explaining his own statement as can the exegete.

Thus the translator faces a formidable task because the obligation to forge equivalence compels him to look very closely at the original as well as to consider carefully the various alternatives he can offer in translation. Therefore the success of translation depends upon two factors. First is the capacity of reception on the part of the translator. The various meanings of the original text should be very clear to him. All the possibilities, including the wrong ones, should be apparent to the translator before he chooses one which seems to him most apt, not only for the single word or a particular line but for the entire text. Second the translator should have an adequate command over the two languages – the target language and the source language. The greater his

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(Railway), Maharashtra-444 709.*

resources in these two, the greater are the chances of his being a competent translator

The above discussion must have, it is hoped, made it amply clear that the task of translation offers the translator a very valuable literary experience. Now the question that we have to consider is 'Can we not modify our courses so as to impart this experience to our students of literature?' The belief of this writer is that we can go about this task in the following manner

The students of English Literature in our country – particularly those pursuing M Phil courses – are in a particularly lucky situation inasmuch as they are generally well acquainted with at least two languages namely their mother-tongue and the English language. If this be indeed the case then we can take the following steps to impart this valuable literary experience to them

(1) We can provide an opportunity to our pupils to try their skill of translation at selected pieces (both prose and verse) from English language into their mother-tongue and vice-versa

(2) We can choose a few examples of translations by different translators of some good literary piece from English, if such translations are available and ask them to make a comparative study of such translations so as to learn more about the technique of translation. Such a study, if carried out, will enable the student to learn the skill of close study of literary texts

(3) We can encourage our pupils to write dissertations based on the study of such translations

The above mentioned exercise shall prove doubly advantageous to the students inasmuch as it will besides inculcating the habits of the closest study of literature, also impart to them practice in translations and make them aware of the many pitfalls in the process of translation. Those of the students who are capable could turn into good translators and those less capable can at least become good critics of translations. If nothing else, at least, they will develop the precious habit of closely studying literary texts

And this proposal has a practical side too. For as literacy spreads, the quantum of translations is bound to show an upward trend and its indications are already visible. We can see that more and more magazines and periodicals are going in for bilingual editions. The eminent examples are the 'Reader's Digest', 'India Today' and 'Sunday'. Many more are bound to follow suit. On the other hand magazines like 'Sarika' in Hindi and 'Indian Literature' in English can provide an easy market for good literary translations and literary criticism of such translations. Already there are the Sahitya Akademi and National Book Trust ready to publish competent translations of literary texts. Other

enterprising publishers won't lag behind when they come across competent translations!

Thus by modifying our courses in the direction indicated above we shall not only be adding a depth to the study of literature but also imparting a practical dimension to it

Notes.

- 1 Translation as Discovery Pages 140-41
- 2 Such a study was carried out by Sri R S Kimbahu Problems of Translation - Othello A case study
 - In this study the author has carried out a comparative study of three translations into Marathi of Shakespeare's Othello
 - Othello by Mahadeve Govind Shashtri Kolhatkar 1867
 - Othello by B G Deval 1890
 - Othello by V V Shirwadkar 1961

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- (i) Translation as Discovery and other essays by Sujit Mukharjee - Allied Publishers 1981
- (ii) Essays on comparative Literature & Linguistic Edited by G S Amur & others - Sterling Publishers (1984)
- (iii) "Couriers of Human Spirit" Time Nov 19 1984

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Research at Manipur University – (1980-91)

Women Researchers

Ramansu Lahiri*
Krishnan Subramaniam**

[While the first part of the paper discussed the selections of Ph.D. topics of the researchers (*University News* 9 Nov, 1992) and the second part, the aspects of researchers and supervisors (*University News* 3 May, 1993), this third part aims at understanding the women scholars through an analysis of some of the components of their role in research activities]

Choice of Subjects

The period 1980-91 witnessed the registration of 196 women researchers for Ph.D programme in various departments of Manipur University. Figure 1 illustrates the number of women scholars who had registered and were awarded Ph.D degrees. A large number (51 out of 196 i.e. 26%) opted for Botany and Zoology streams in the Department of Life Sciences. Other departments in the School of Science viz. Physics, Chemistry, Mathematics, Earth Sciences, Anthropology, jointly attracted 36 scholars (18.4%). The science subjects, altogether interested 87 (44.4%) of the women scholars. The School of Humanities (English, Hindi, Manipuri, Linguistics) appealed to 59 (30.1%) while 50 (25.5%) were interested in the social science disciplines i.e. History, Economics, Political Science, Commerce, Library Science and Education. The School of Social Science, when compared with the School of Humanities, attracted more male scholars. The Departments of Statistics, Computer Science, Biochemistry and Philosophy remained unrepresented by women scholars during this period. Figure 2 portrays the male and female scholars who were awarded Ph.D during the period in the three schools of studies of the University.

The Ph.Ds

Figure 1 also characterizes the number of Ph.D degrees awarded by the University in various departments during this period. The distance that prevails

between the input and output, as it manifests, is highly expressive. Out of the 196 registered scholars (till December 1991, 117 till December 1987), only 37 (19%) were awarded degrees.

Of the total Ph.D degrees (158) awarded by the Manipur University the female component is 23.4%. Of this 29.8% was from the Schools of Humanities, 35.1% Social Sciences and the 35.1% from the School of Sciences.

The Firsts

The University's first women researcher who was awarded Ph.D degree in 1984 was from Department of Life Sciences. She was one of the first three Ph.D recipients in the University. The School of Social Science (Political Science) and the School of Humanities (Manipuri) scored their mark in 1985. The year 1990 witnessed the award of Ph.D degree to a tribal woman researcher.

Yearly Record

Figure 3 highlights the yearly count of women researchers who were awarded Ph.D degrees in the background of their male counterparts. It was observed that in 1990 a large number (10) of women scholars received their Ph.D degrees. 1988-1990 witnessed a maximum number (26) of Ph.D degrees being awarded to women researchers.

School of Science

Eighty seven (87) women researchers had registered for Ph.D in the School of Science during 1980-1991, while their male counterparts stood at 207. Of this only 13 (15%) were awarded Ph.D degrees till December 1991, while 61 (29.5%) of their male counterparts completed the programme successfully.

The Department of Life Sciences produced the largest women Ph.Ds (10) in the School of Science and the Departments of Mathematics, Chemistry and Earth Sciences produced one each. In 1990 the School produced the highest number of women Ph.D

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recipients (5) Figure 4 displays the position of women and men who were awarded Ph.D degrees.

School of Social Science

Thirteen (13) out of 50 registered scholars were awarded Ph.D. degrees While 25% of the registered scholars completed their work, their male counterparts stood at 17% (19 out of 168) during the same period. Figure 5 indicates the position of men and women scholars in different departments.

The Department of History contributed the largest number of scholars [both men (11) and women (8)] in the School The percentage of input and output in the Departments of History (8 out of 19, 42%) and Political Science (3 out of 4, 75%) supersedes all other disciplines of all the three Schools The Department of Political Science, though has an impressive record of 75% output, the input of women researchers in that department is considerably less (4)

School of Humanities

Of the 59 women researchers registered for Ph D programmes during the period 1980-1991, only 11 (18.6%) have completed the programme, while their male counterpart stood at 24.6% With an account of 5 out of 27 in Manipuri, 3 out of 16 in Hindi, 2 out of 11 in English and 1 out of 5 in Linguistics, the women scholars have not made an impressive record in the subjects of Humanities.

The Faculty Members and Supervisors

In 1980 there were only 3 (one each in Political Science, History and Manipuri) women faculty members in 10 departments In 1991, 13% of the total faculty members (23 out of 176, including part timers and research associates) were women in 20 departments, which was a significant growth Till date no woman member is, however, found in the departments of Mathematics, Earth Sciences, Anthropology, Statistics, Commerce and Philosophy

During this period 158 scholars were awarded Ph D under the guidance of 66 faculty members Of this 66 faculty members, only one was a female member from the Department of Political Science, which also had the distinction of producing the first women Ph D scholar in the School of Social Sciences of the University

The Communities

Not surprisingly, 90% of the women researchers who were awarded (33 out of 37) belong to Meitei community of Manipur Of the remaining four, three belong

to other communities who are settled in Manipur and only one belongs to the Tribal community.

Conclusion

The range of women scholars input to the research activities in the University during 1980-91, as discussed above, is commendable. A large number of scholars has shown their interests for research during the period by registering their names in various departments However, this spirit is not reflected in the output

Though a substantial number of scholars registered for research in Science School, all the three schools accomplished almost equal number of Ph Ds (till December 1991) It is perhaps due to the fact that the drop-outs from the School of Science are more and/or the scholars take more than 4-5 years in completing their programme It is also possible that some of them might have completed their programme and await the results A thumb nail sketch of the average defaulters reveals that the family commitments and getting jobs seem to be important issues and are the likely factors for the delay in completion of their work, or to leave the research track with disappointment This aspect, i.e. the delay in completion of the programme and/or drop-outs, has to be studied carefully and could be a subject of annual review

The positive aspects of women researchers during this period are

- One of the first three recipients of Ph.D degree in the University was a woman,
- The first and only (so far) tribal woman awardee had come up during this decade,
- The decade also identified the first woman supervisor,
- Of the total (158) Ph Ds awarded by the University, every fourth Ph D scholar was a woman, and of the total women researchers registered (196) for Ph.D. programmes, one out of five completed their programme successfully,
- The trend of gradual rise in the number of Ph.D recipients had started gaining ground

Much as we had the desire to reflect the scholarships received by the researchers during the period and also the input scenario of postgraduates to the research activities, the causes for delay in completion of work and also the causes for discontinuing research work, teacher-researchers, etc., we could not dwell into these important issues for want of adequate data While we wish to undertake this study at a later stage, we do hope that someone else will beat us at it

FIGURE 1: No. OF FEMALE SCHOLARS REGISTERED AND AWARDED Ph D DURING 1989-1991

1. COMP. Sci 2. STATISTICS 3. ENGINEERING 4. PHILOSOPHY 5. LIT. Sci 6. POL. Sci 7. LINGUISTICS 8. PHYSICS 9. CHEMISTRY 10. ENVIRONMENTAL
11. EDUCATION 12. BUSINESS 13. JOURNALISM 14. HEALTH Sci 15. ECONOMICS 16. SOCIAL Sci 17. HUMAN 18. HISTORY 19. MANPOWER 20. LIFE SCIENCE

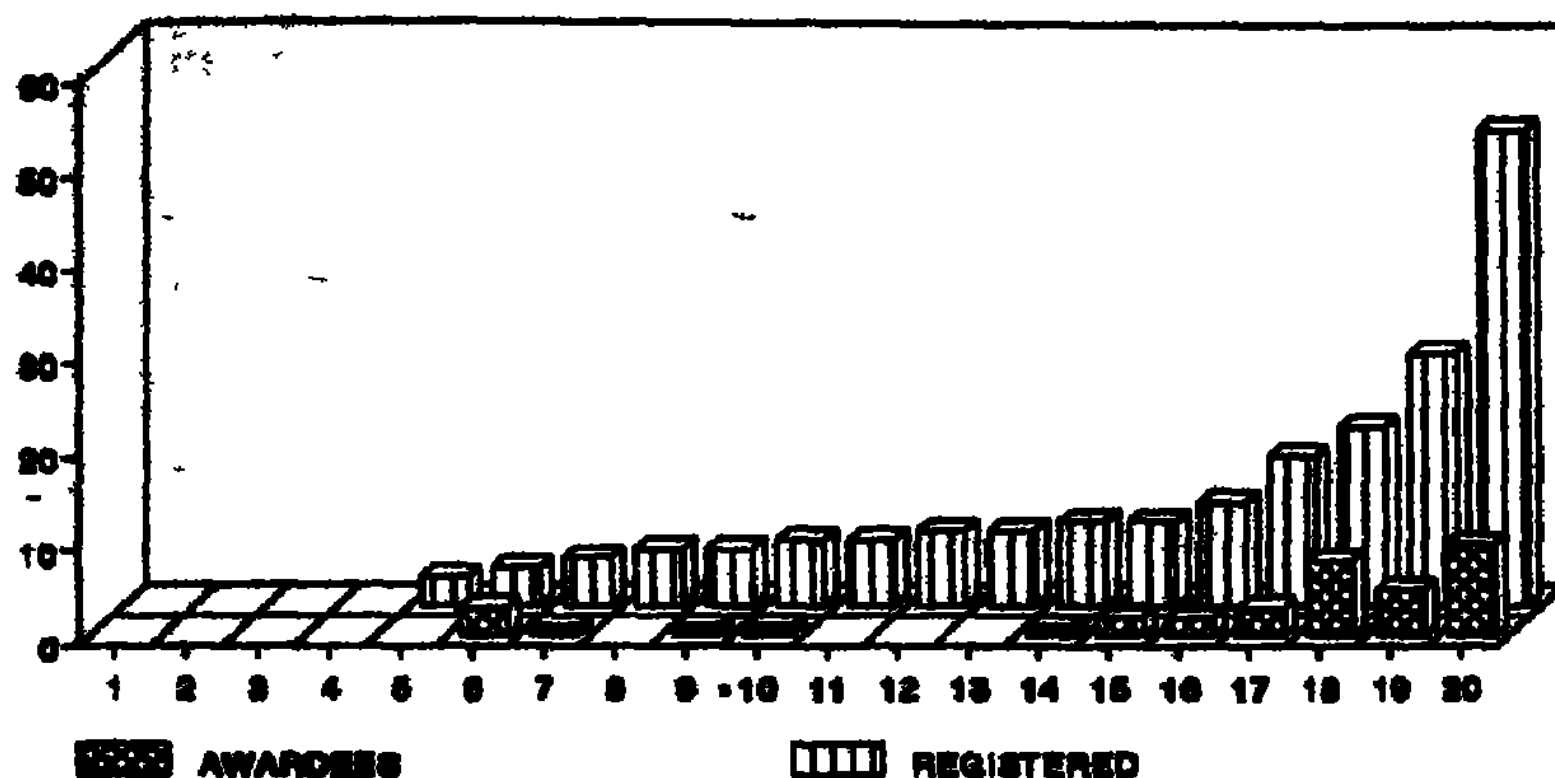


Figure 2 : MALE & FEMALE Ph D AWARDEES - SCHOOL WISE

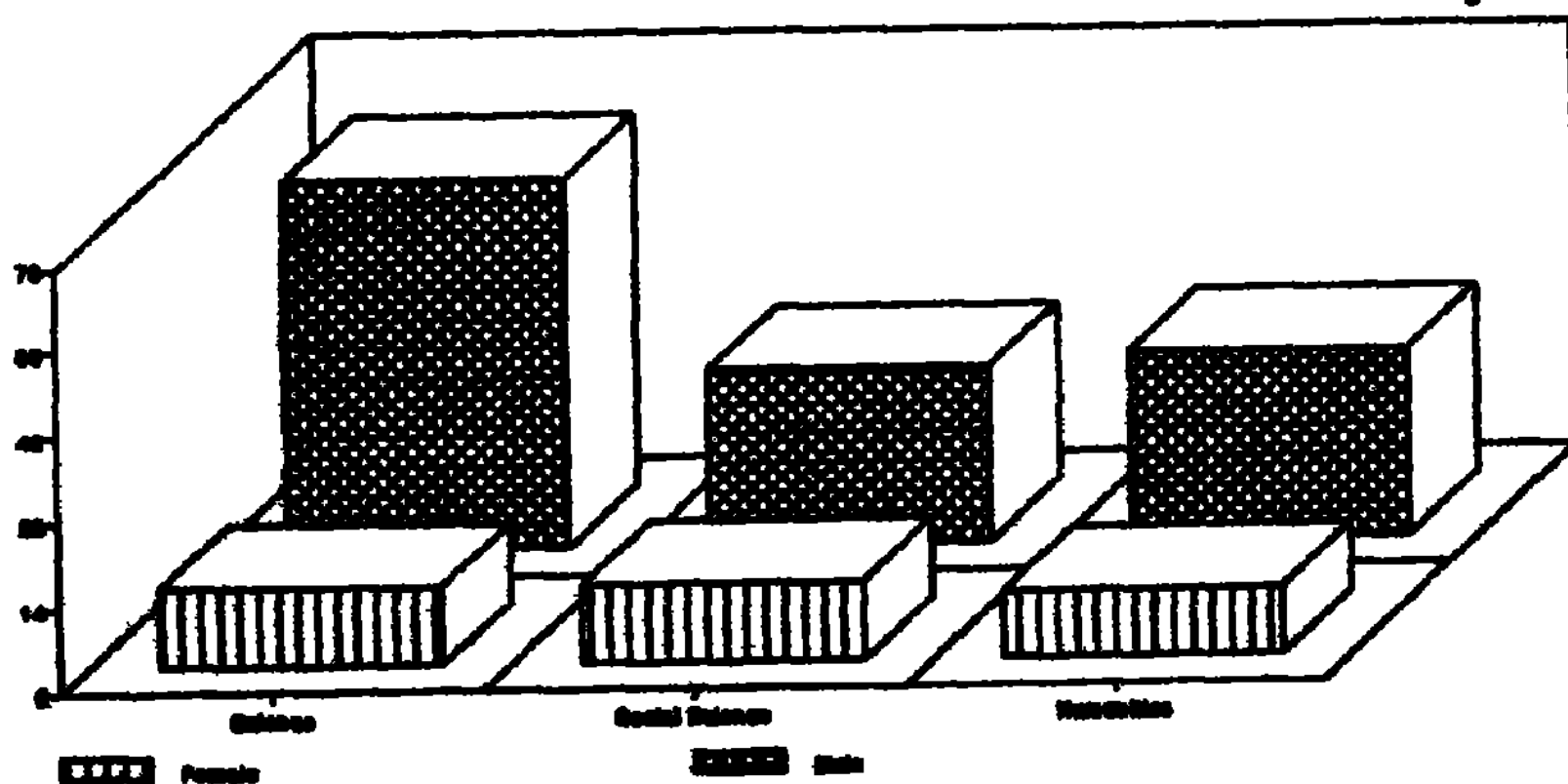


Figure 3 : MALE & FEMALE AWARDEES - YEARWISE

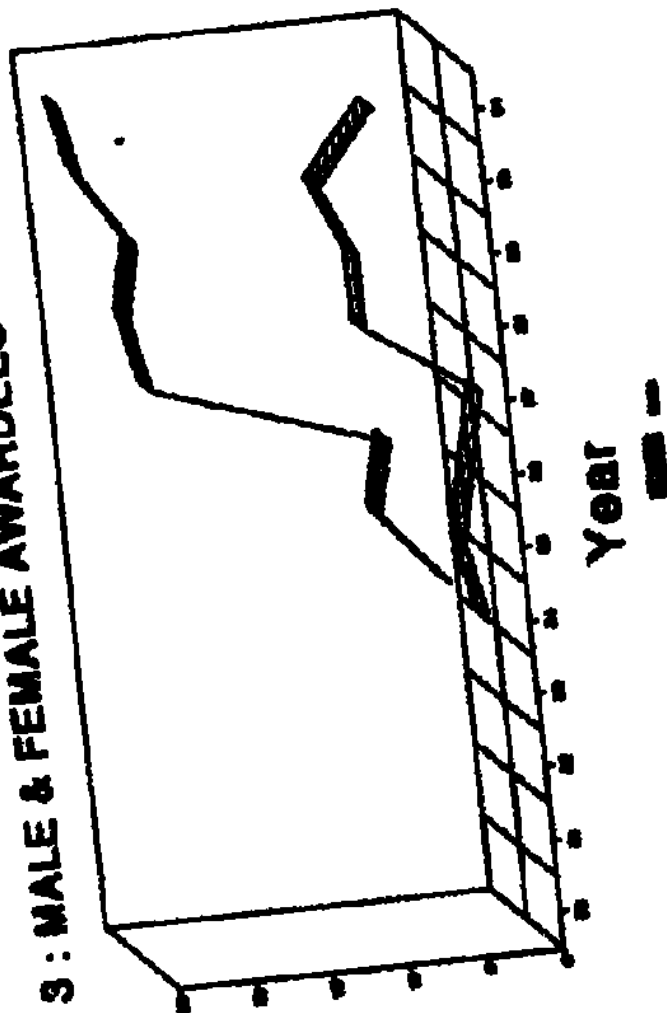


Figure 5 : SCHOOL OF SOCIAL SCIENCE - MALE & FEMALE AWARDEES

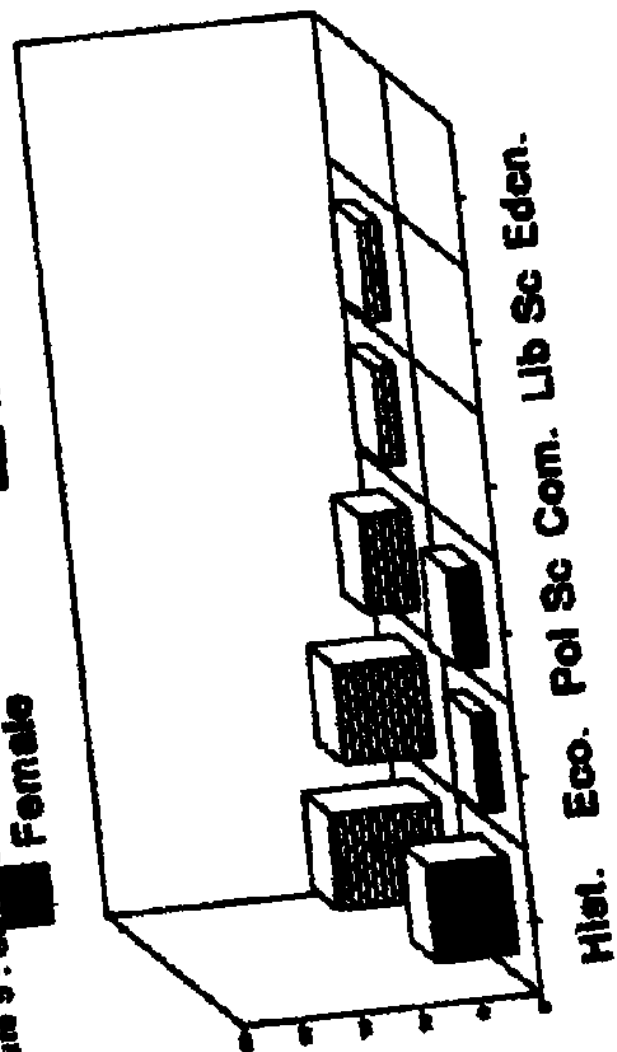
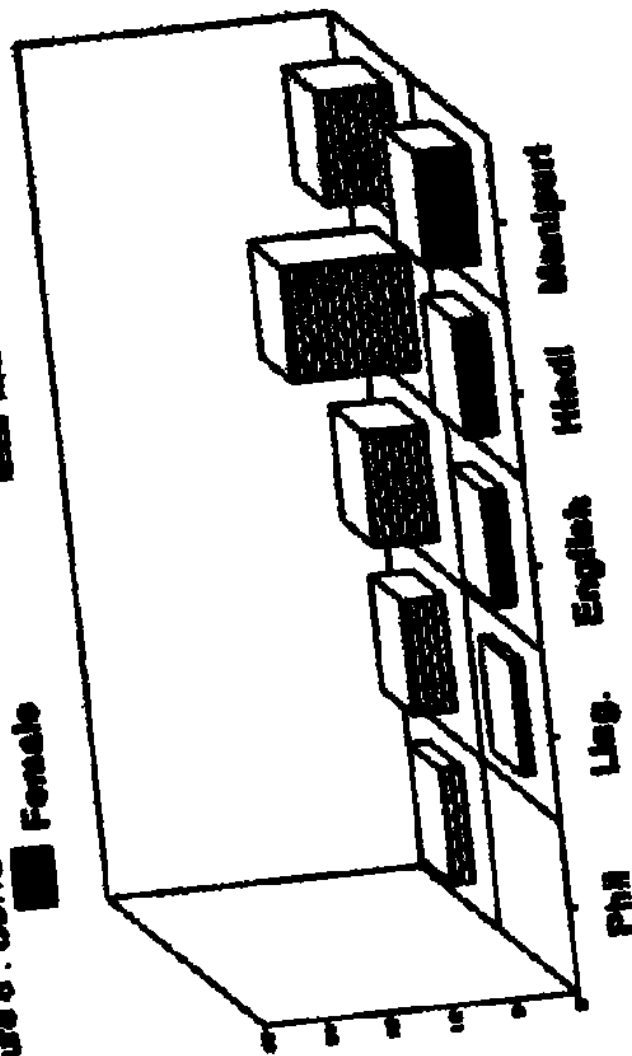


Figure 4 : SCHOOL OF SCIENCE - MALE & FEMALE AWARDEES



Figure 6 : SCHOOL OF HUMANITIES - MALE & FEMALE AWARDEES



Environmental Degradation

Prof. G. Ram Reddy, Chairman, University Grants Commissions, delivered the Convocation Address at the eleventh convocation of the Jawaharlal Nehru Technological University, Hyderabad. He said, "It is true that there are a number of voluntary organisations which are active in the field of environment and there are quite a few success stories of prevention of environmental degradation. Other organisations, like, educational institutions and professional bodies need to get involved in the cause of environmental protection. A few Universities are offering under-graduate and post-graduate courses. Some research is also being done on environment in some of them. This is an encouraging trend. However, universities, colleges and schools have to get involved in a big way to prevent environmental degradation and also to create general awareness about the problem". Excerpts

Although I am not an engineer, I have been connected with engineering education for quite some time as an educational planner and administrator. Thus, I have some acquaintance with engineering education, but today, I will not be talking to you about engineering education. Instead, I would like to invite your attention to one of the burning issues facing the entire humanity. All over the world, people are agitated over environmental degradation, the seriousness of which is vividly described by Prof J S Singh in an article "Never before has the transition from one century into another meant entering a period of global crisis. The cumulative impacts of the series of environmental perturbations unleashed by the growth in human numbers and consumerism on the biosphere are collectively exceeding all but the greatest upheavals of the geological past. During the present century, the human population has increased three fold, consumption rate of fossil fuel energy has increased twelve fold, and growth in the global economy has increased twenty-nine fold. In the next three or four decades, human

numbers will double, the consumption of food and fibre will triple, energy demand will quadruple and economic activity will quintuple. The carrying capacity of earth would be saturated by the middle of the next century". (*Current Science* - June 1991)

Take the case of Water. Only a few decades ago, it was freely available and was considered to be a commodity in abundance. But, this is becoming a precious natural resource. A few years ago, the United Nations World Water Conference revealed that if all the world's water were represented by half a gallon bottle, the quantity of a fresh water would be about half-a-tea spoon. It is common knowledge that fresh water is getting scarcer everyday as communities, industries and agriculturists pour their filth, muck and untreated wastes into the nearest sink. (*Centre for Science and Environment, State of India's Environment 1982 - A Citizens' Report*) "The day is not far off when a drop of water will cost more than a drop of oil" warned a delegate in the UN Conference (*Ibid*). The total available water for use in India

is estimated at 1,900 billion cubic meters per year. About 86% of this is from the surface run off - in rivers, streams, lakes and ponds. Excluding groundwater resources, that still need to be tapped, the surface flow represents 97% of the available water (*Ibid*). What is shocking is that 70% of the available water in India is polluted.

Water in the rivers is highly contaminated and it is becoming extremely difficult to get rid of pollution of rivers. It appears that pollution has been the cause of concern for centuries in many countries. During the reign of King George III, a British Member of Parliament wrote a letter to the Prime Minister, complaining about the appearance and smell of the river Thames. The letter, it is said, was written not in ink but in water taken from the river. I am sure, we can write similar letters by using water of river Musi in Hyderabad. I must add that now the situation in the United Kingdom has changed. The Thames is free from pollution and it is said that the fish have now returned to the Central London where for decades there was little, if any, life in the river (Robin Clarke, *What's Happening To Our Water?* in Sir Edmund Hillary (edited) *Ecology, 2,000 - the Changing Face Of Earth* - Michael Joseph, London 1984, Page 109).

Our famous Indian rivers are getting polluted. An article on river Yamuna in the Sunday Times of India, April 26, 1992, says "Yamuna is India's most sewage polluted river. In fact, it has ceased to flow in Delhi. Almost devoid of potable water, the river has now been reduced to confluence of drains. In the Indian mythology, Yamuna is the daughter of Sarayu and sister of Yama and was represented in art as a river goddess. The banks of Yamuna were also hallowed grounds for romance between Krishna and Radha.

Today it is one of the most polluted rivers" The condition of river Yamuna is not peculiar but is symbolic of the condition of the most of the rivers in the country. The rotten condition of the rivers is evident from the Ganga in the North to the Periyar in the South. "From the Dal Lake in the North to the Periyar and Chaliyar rivers in the South, from the Damodar and Hooghly in the East to the Thana Creek in the West, picture of water pollution is uniformly gloomy. Even our perennial rivers like Ganga are today heavily polluted," admits the Planning Commission.

The polluted water is responsible for two-thirds of all diseases such as Typhoid, Cholera, Malaria, Diarrhoea and Dysentery. According to one estimate, there were 2000 cases of Jaundice in Bombay in 1978 (Sharad Chapekar, Survey of Environment in Hindustan, 1991). In India, three children under five die of diarrhoea every month. The disease is usually contracted from drinking polluted water. (Robin Clarke, op cit)

Water is still not called the 'last resource' but only damage has been done to it. As one Scientist said in an Environmental Conference in 1982. "We have a patient on our hands that can be saved and for whose health we should not yet despair". Another Scientist improved upon it by saying "With the oceans we have had an opportunity to be wise and we need not repeat errors committed on the land. But we must hurry" (quoted in Robin Clarke). In India we need to take particular care of water, in all its aspects.

Let us now look at air pollution which is becoming a great health hazard. Thermal power plants, industries, vehicular traffic, smoke from the chulas are responsible for air pollution. The increase in the vehicle in the cities endangers the

health of many people. It is estimated that in Delhi motor vehicles alone spew over 400 tonnes of pollutants into the atmosphere. A report in the Indian Express of May 3, 1992 says "The number of vehicles spewing pollutant into Delhi's environment has grown over ten fold in the last two decades, making the capital one of the most polluted cities in the world".

A staggering 1,000 tonnes of emissions per day from nearly two million automobiles account for 60 to 70 percent of air pollution, which has increased 75 percent over the last decade in the Capital. In addition to causing respiratory diseases, air pollution results in environmental changes such as acid rains, carbondioxide build up and stratospheric ozone depletion (Harjeet Singh). Increasing use of chemicals is also responsible for environmental pollution. We understand that nearly 60,000 chemicals are used in our daily lives and several of them are very injurious to health.

Then we have the case of extinction of species. Biological extinction has been a natural phenomenon in geological history, according to Mohd. Shamim Jairajpuri (Hindu, Survey of Environment 1991). But the rate of extinction was perhaps one species every thousand years. However, between 1600-1950 this went up to one every ten years and currently it is perhaps one every year. This is indeed alarming. Many species are fighting for their survival. The rate of extinction has never been more rapid than now. One assessment of wild life habitat in tropical Asia shows that the country now has only 6,15,009 sq kms. out of an original wild life habitat of 30,17,009 sq kms; it means a loss of about 80% (*Ibid*).

All species of plants and animals interact with one another and maintain equilibrium. The rise or fall of any species can lead to ecological

imbalances with disastrous effects on all components. Each species has a role and importance of its own. But man is destroying the other species for his own survival. As the World Commission on Environment and Development put it "The Planet species are under stress. There is a growing scientific consensus that species are disappearing at rates never before witnessed on the planet."

Dams which were once regarded as highly beneficial are proving to be not so beneficial. Increasingly, doubts are being raised about them. According to Ashish Kothari, the dams have created serious environmental and ecological impacts. Some of them are (1) Upstream (including reservoir) soil erosion, (2) micro-climatic changes, (3) loss of forests, flora and fauna, (4) changes in floral and faunal density and diversity, (5) changes in fisheries, (6) chain effects on catchment areas due to construction and displacement, etc., (7) landslips, siltation and sedimentation, (8) breeding of vectors in reservoir and increase in related diseases, (9) seismicity, (10) loss of non-forest land, (11) water-logging around reservoir, and (12) growth of weeds.

Down-stream (including command area) the problems are (1) water-logging and salinity, (2) reduced water flow and deposition in river, and with related impacts on aquatic-ecosystem, flora and fauna; (3) micro-climatic changes, (4) flash floods, (5) salt water ingress at river mouth, (6) changes in coastal ecosystem (e.g. mangrove), (7) loss of land fertility along river, and vector breeding and increase in related diseases. (Ashish Kothari, Environmental Aspects of the Narmada Valley Project in V.S. Mahajan, *Environment Planning, Machinery and Management*, Deep and Deep Publications, New Delhi, 1991, pp 317 & 318). The controversy relating to

Narmada Sagar and Sardar Reservoir is well known and I shall not go into details.

Let us take the case of Tehri Dam Project which is estimated to displace around 8,000 people. Bharath Dogra writes: "The dam is designed to submerge an area of 42 sq. km., encompassing 1600 hectares of cultivated land and 2,500 hectares of uncultivated area and to uproot 32,000 (72,000 by some estimates) people living in 92 villages nestling in the most fertile and beautiful 44 km. stretch of Baghirathi Valley and 5 km of Bhilangana Valley" (The Tehri Hydel Project, by Bharat Dogra, the Economic Times, January 29, 1990) (*Ibid*)

Making a cost benefit analysis, it is estimated that about 14% of its total plan expenditure has been spent on dams and canals "A single activity of this magnitude should not continue to proceed on largely untested assumption and beliefs and continuous verification of the estimates should be made necessary for every large or medium project But, no attempt has been made to revise or verify these beliefs" writes Vijay Bharanj (Dams, in The State of India's Environment, 1992 - A Citizen's Report)

Everyday we read in newspapers about the depletion of forests. It appears that between 1957 and 1972, India lost 34 million hectares of forest land to dams, new crop lands, roads and industries This means annual rate of deforestation is about 0.15 million hectares In fact, some observers feel that the current rate of deforestation is well over one million hectares every year (Forests - The State of India's Environment, 1982 - A Citizens' Report) A 1981 F.A.O. report warns that the region is faced with serious decrease in its forest stock. "There is no evidence to predict that the great variety of forest services and functions, such as harbouring a wildlife, stabilisa-

tion of soil and of water and climatic regimes can be reestablished in the foreseeable future". The consequences of the extensive deforestation are increasing floods and soil erosion, heavy siltation of dams built at an enormous expense and changes in the micro-climate: in other words, a progressive depletion of country's ecological bank, driving it incessantly towards bankruptcy Flood damages alone now average Rs. 1,000 crores every year, estimates the State of India's Environment 1982 (*Ibid*)

There is a folk song by Ghanashyam Shilani which tellingly describes the condition of forests

*"Brothers and Sisters! Wake up
Your forests have been clean-shaved,
By the government and the contractors,
Hug to the Trees,
Don't allow these to be cut,
Don't allow the wealth of the hills to be plundered"*

Another folk singer, Jeevanand Shriyal has sung thus

*"The flesh and blood of the hills
have flown down There is no
place to sleep and no food to eat"*

(See Sundarlal Bahuguna, in V S Mahajan, op cit)

There are several other aspects of environmental degradation In this address, I have touched upon only a few of them The consequences of environmental degradation are very serious and grave There has been some awareness of the consequences at the international, national and local levels The United Nations and other international organisations have been vigorously pursuing the cause of environmental protection. The World Commission on Environment and Development has reiterated its concept of sustainable development; it has also urged that urgent steps be taken for

global environmental security In advanced countries, there is sufficient awareness of environmental problems. It is in the developing countries that this kind of awareness is lacking. It is true that governments have been receptive to the idea of environmental protection. For instance, in India, several legislations have been passed to prevent environmental degradation. The Constitution of India says that the State should take measures to protect and improve the environment and safeguard the forests, and wild life It is also one of the fundamental duties of every citizen to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have ecological compassion. A few examples of the laws passed to protect environment are Environment (Protection) Act, 1986 and the Public Liability (Insurance) Act, 1991 Earlier, several Acts like the Water (Protection) Act, 1972, the Forest (Conservation) Act, 1980, the Water (Prevention and Control of Pollution) Act, 1974, the Air (Prevention and Control of Pollution) Act, 1981 were passed with a view to enforce environmental controls Pollution Control Boards have been set up While the governments at the national and State levels have passed laws and legislations and created administrative mechanisms, they do not seem to be very effective One wonders whether they have made any dent into the problem at all As a nation, we are very good at formulating policies and passing legislations but when it comes to implementation, we seem to waver In fact, we are very weak in implementation

One of the reasons for such weakness in implementation is the lack of awareness on the part of citizens As citizens, we do not show much awareness and, even where

there is an awareness, we lack the will for action. We put all our eggs in the basket of the government. It is true that there are a number of voluntary organisations which are active in the field of environment and there are quite a few success stories of prevention of environmental degradation. Other organisations, like, educational institutions and professional bodies need to get involved in the cause of environmental protection. I am aware of the fact that a few Universities are offering undergraduate and postgraduate courses. Some research is also being done on environment in some of them. This is an encouraging trend. However, universities, colleges and schools have to get involved in a big way to prevent environmental degradation and, also to create general awareness about the problem. In the

UGC, we have recently constituted a Committee to look into this aspect. The Committee consists of a few distinguished individuals who have been active in the field of environment. We are looking forward to the recommendations of the Committee. Once we receive the recommendations, the UGC would get fully involved in the problems of environmental protection.

Ours is a democratic Government and various instrumentalities of the democratic form must be used to save the country. For instance, we should create more and more pressure groups to pursue the cause of environment. Among others, our judiciary should be fully involved. Fortunately, in our country, the judiciary not only enjoys high respect but also has been very active in protecting the rights of citizens. We should impress upon it to

evince active interest in the problem.

I have tried to invite the attention of the people, in general and, the teaching and student communities in particular, to the serious problem facing the earth. It is the man who is responsible for creating these problems and it is for him now to solve them. To quote Sir Edmund Hillary: "It is people who create a bad environment – and a bad environment brings out the worst in people. Man and nature need each other, and by hurting one, we wound the other. There is so much that needs to be done to halt the destruction of our world environment, so many prejudices and so much self-interest to be overcome" (Sir Edmund Hillary, Michael Joseph, London, 1984 – *Ecology, 2000 – Changing Face of Earth*). An all-out effort has to be made by us all before it is too late.

JUST OUT BOOK ON CHILD LABOUR

Economics of Child Labour & Fertility

By:

M. Sumangala • B.S. Nagarajan

1993, xxviii, 220, Tables, Figs. Demy 8 Vo.

ISBN 81-7018-733-8 • Rs. 190

It is a micro-level study of child labour in a developing country like India with its avowed welfare outlook, and discusses several aspects of the subject—economic, sociological and demographic. It also eminently focusses light on its linkage with fertility in a major state of the country, viz. Tamil Nadu.

Child labour is a serious problem in several states of the country. Existing literature does not do justice to the problem nor does it unravel motivations behind it. The present study is an innovative one. It underlines the importance and direction of causal relationship between child labour and fertility behaviour and their major antecedent variables, and will be found useful for future studies of the subject, as it will help policy formulation.

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Need for Restructuring English Syllabi

Delivering a talk on "The state of English studies in India today" in Kurukshetra University, the Governor of Gujarat, Dr Sarup Singh, lamented the sharp and perceptible decline in the standards of teaching English literature in the Indian universities after Independence. He compared the state of English studies in "good old" colonial days with that in the present days. He saw a clear trend of mediocrity and indifference to the great classics today.

Emphasising the need to restructure the syllabi, Dr Sarup Singh exhorted the teachers to bring back into focus the great writers and their works.

Urging the teachers to continuously update their knowledge, Dr Sarup Singh, who had been a Vice-Chancellor of Delhi University, said a university was as good as its teachers. If they failed, the university failed. While students came and went, it was for the teachers to impart a character to the house of learning.

A teacher should shun using "kunjis" (help books) and he should not prescribe inferior books to their students. The teachers should not be prejudiced against or in favour of any school of thought.

Dr Sarup Singh dwelt in detail on the role of new theories of structuralism, deconstruction and feminism in the interpretation of great works of literature. He also emphasised the relevance of liberal humanist tradition in the present times.

Dr Sarup Singh also underlined the need to keep abreast of the latest developments in the regional and national literature. Recalling his

days as a teacher, Dr Sarup Singh said when he found in Delhi how several students from public schools were ignorant of the Indian language literature. He had made study of any Indian language literature an optional subject in Delhi University. However, he regretted, the experiment failed.

Lamenting how the studies of English literature were being diluted, Dr Sarup Singh said after becoming the Governor of Kerala, he invited the Vice-Chancellors and heads of English departments of various universities to have a first-hand knowledge of the standard of English teaching in the state.

To his surprise, he said, he found many teachers with doctorate degrees had not written a single page on Shakespeare. On inquiry he was informed that Shakespeare was only an optional subject in that state.

In his presidential remarks the Vice-Chancellor of Kurukshetra University, Dr S. Arya, pointed out that there were limitations both on the teacher and the taught.

Dr Arya said there were hardly any teachers of English these days who could speak in English continuously for 60 minutes. And if anyone spoke, the audience in the classrooms drew a blank. He agreed with Dr Sarup Singh that England had stopped producing great authors.

President Suggests Commercial Funding of Varsities

The President Dr Shankar Dayal Sharma called upon university administrations to find their own financial resources by linking themselves with industrial and commercial organisations to overcome inadequate State funding of universities. He was delivering the valedictory

address of platinum jubilee of Mysore University. He said there was no doubt at all that high quality university education was necessary for building a strong economy and a stable society. The focus on creating an environment for character-building and instilling of moral and ethical values should be accompanied by an infrastructure for acquisition of expertise and special skills in diverse sectors and subjects of material growth in the life of our nation. Increasingly, we must be alive to the need to have access to and control of the latest increment to knowledge on any subject. Linkages with specialised institutions, leading experts, and up-to-date equipment need to be constantly developed and nursed.

This, he added, was a very difficult and challenging task – the more so in view of severe limitations on funds available to the universities. It was not practicable for the universities to finance themselves only from fees received from students. The Government could and did contribute, but there were many competitive demands on the exchequer even from within the field of education.

The President said a perspective of our national economic growth could provide an outline of the approach that may prove useful in this context. Clearly, the content of university education would have to be compatible with, and indeed, determined by the requirements and characteristics of our national economy, and of the primary, secondary, and tertiary sectors of regional and global economy. The universities should examine the ways in which course curricula, teaching systems and the infrastructure could be formed on the basis of local, regional, national and international demand for expertise in identified fields of activity. The universities

should raise funds from institutions which were in need of such expertise and were willing to invest resources to secure it

The President said Mysore University was very advantageously placed to be among pioneers in this direction. The concentration of industrial dynamism in Bangalore, the spirit of enterprise in Karnataka, the prestige and high traditions of the university and the quality and resourcefulness of the academic community could combine to show the way to other universities

It would be appropriate to remember the impulse for the growth of Mysore University provided by Yuvaraja Shri Kanteerava Narasimharaja Wodeyar and by Sir Mokshagundam Visvesvaraya, he said

Speaking on the occasion Chief Minister, Mr M Veerappa Moily announced that the State Government would start science and technology parks in six of the seven universities in the State to enable students and teachers to become successful entrepreneurs

Mr Moily also announced a grant of Rs 1 crore for undertaking platinum jubilee projects, in addition to a Rs 1 crore grant already sanctioned

The Chief Minister, who released Sanskrit publications of the Oriental Research Institute, paid glowing tributes to the work done at the ORI. He recalled that decades ago ORI Director Shyama Shastry edited Kautilya's "Arthashastra"

The Karnataka Governor Mr Khurshed Alam Khan called upon the universities to play a greater role in inculcating a sense of social responsibility and commitment to nation-building. Stressing that the country was fast moving towards a crisis, he called upon all secular and democratic forces to wage a war against communal and reactionary forces

Minister for Higher Education Mr S M Yahya, who released

books published by the university, complimented the university's publication division 'Prasaranga', which had brought out 1600 books so far. "No other university has published such a wide variety of books," he added

UGC Chairman Prof. G. Ram Reddy who released the *Journal of Science Faculty* said with the changing times the universities had to reorient themselves discarding "some holy cows."

Students Urged to Inculcate Sense of Cultural Order

The Vice-President, Mr K R Narayanan, today exhorted the student community to utilise its time at the centres of higher education to inculcate a true sense of cultural order to make life full of goodness and beauty. A Place of learning, besides imparting theoretical knowledge, should be able to nurture among students the values of higher existence and freedom and appreciation of goodness. Education must give something which makes the practical life of the student sublime and not something which breaks social and moral order, he said. He was delivering the convocation address at the University of Kanpur. He regretted that a breakdown of social and moral order was taking place in developed countries. Basic institutions like the family were disintegrating and pervasive violence was threatening the life of the people. Recently, the malaise had also set in developing countries. India by tradition had such human values pervading the life of common man that even the poorest in this country had a high moral and ethical sense. Even in the poverty they had a feeling of satisfaction and held their moral values dearly. Indian centres of higher education should create an atmosphere where the students found adequate opportunities to develop their ethical and moral ideals, besides receiving bookish education

Mr. Narayanan pointed out that in no country of the world could be found such a large varieties of delicious dishes, dress patterns, folk music and dances as in India. This had been possible only because of the deep sense of culture and aesthetics in the country from ancient days. Efforts should be made to inculcate this sense in the student community even while they were learning other things.

The Vice-President said though the number of universities in the country had increased over the years, the gap between practical application of knowledge and theory had also increased. Such a system of education could not prepare good citizens for the nation. Instead of turning out useful citizens the defective educational system was alienating the educated people from the illiterate masses. Quoting Rabindranath Tagore, he said, the educated classes were like a second story of a whole family house in which there was no staircase. He hoped that the alienation of the educated would be prevented and a new system would be devised to bridge the gap between those receiving education and others

Mr Narayanan advised students to utilise their university days and not to waste time because after one left one's university or college and entered real life, one had little time to spend for studies. The life is founded when one is a student and if this time is wasted, it is wasted for ever. The students should take part in all activities, including politics but they should not ignore their studies, he advised

It was also not proper to learn theories without doing practical work in life. He mentioned the state of affairs in many of the scientific laboratories where scientists worked as if in their ivory towers. This work in laboratories which could not be applied in practice was of little use, he emphasised.

Education Ministers Lay Emphasis on Vocational Education

Speaking at the annual meeting of the National Council of Educational Research and Training (NCERT), held in New Delhi recently, Mr Arjun Singh, Union Minister for Human Resource Development indicated the possibility of the Centre bringing in a legislation to ensure that school textbooks published in the country are devoid of matter prejudicial to national integration and ideas impeding promotion of communal harmony. He requested the state education ministers to send in their comments to the guidelines that were sent to them after the February meeting of education ministers. The minister emphasised that the Centre would not like to bring in unilateral legislation in this regard but would like to take the views of all states before bringing in the landmark legislation in the Parliament.

Mr Arjun Singh commended the good work being done by NCERT in the field of school education and said there had been close partnership between the states and the Centre in this area. He characterised this as one good example of successful Centre-state relations, because the activities of NCERT had always received support and encouragement of the states resulting in their successful implementation.

Referring to the economic liberalisation the minister said that this would bring in an explosion of demand for skilled manpower in different areas of industrialisation, thus bringing it to focus the importance of vocational education. Vocationalisation of education would be one of the thrust areas of work for NCERT, he added.

Likewise the minister stressed that health and environment education programmes should receive priority so that children were

equipped with the capacity to appreciate in maintaining the environmental and ecological equilibrium.

Referring to the importance of textbooks Mr. Arjun Singh said that NCERT would continue to focus on training teachers, textbook writers and paper setters. Such training programmes, to be taken up with the cooperation of the states, should focus on those working in rural areas, he added.

The union HRD minister laid special emphasis on the education of the girl child and said this should lead to the process of empowerment of women in the country. He called upon NCERT to take advantage of the cooperation of the states and address pointedly to this important area of work.

Mr Arjun Singh said that a sum of Rs. 25 lakhs had been provided to begin with in the eighth plan for imparting special training to teachers working in 'madrasas' so that the quality of education in 'madrasas' could be improved. He was responding to a suggestion of the Bihar education minister, who earlier pointed out that children studying in madrasas were finding it difficult to enter Navodaya Vidyalayas. Mr Arjun Singh said the amount would be further augmented if needed be to bring in the desired changes.

Mr. Arjun Singh also released an NCERT book titled *Education in Values : A Source Book*.

Participating in the discussion the West Bengal Minister for primary and secondary education Mr. Achintya Ray emphasised that vocational courses should be need-based, local-specific and made obligatory to government and non-government enterprises. The minister said that science education should not be mere bookish but there should be a correlation of science education with our everyday life and environment.

The Andhra Pradesh education minister Mr. P.V. Ranga Rao stressed the need for all the schools to be brought under one system of management, (he was referring to the proposed Panchayat Bill) as this would help in the managements and teachers being accountable to the society. He also stressed the need for promoting Hindi as a link language and urged that concerted effort should be made in this regard. He said that in order to tackle the dropout problem it should be linked to the issue of ration cards, suggesting that ration card should be withdrawn from those families which were reluctant to send their children to schools. This would hasten the universalisation of elementary education, he added. In order to promote education of the girls, creches should be attached to schools, so that the younger siblings are taken care of there, allowing the girls to attend to their studies.

Mr. Ramlal Parikh, Vice-Chancellor, Gujarat Vidyapith, said the real spirit of basic education concept should be integrated into the entire education system and certain vocational skills should be imparted to all students so that they appreciated dignity of labour. Others who participated in the discussion included the education ministers of Assam, Kerala, Maharashtra and Bihar.

Responding to some of the issues raised through the discussion, NCERT Director Dr K. Gopalan said that some of the problems regarding teacher education should get sorted out after the bill to make the National Council of Teacher Education (NCTE) statutory body, was considered and passed by the Parliament. Dr Gopalan also said that after the Central Institute of Vocational Education (CIVE) started functioning at Bhopal, the vocational education programmes in the country were expected to receive greater impetus. Those who had completed several vocational courses at the plus two stage were already covered under the Apprenticeship Act, he added.

Need for Academic Time Table

Dr Vasant Gowarikar, adviser to the Prime Minister on science and technology, stressed the need for formulating an academic timetable to be strictly adhered to by all universities in the country. He was inaugurating a two-day national debate on "Indian education system - need for change," organised by a private engineering college in Pune recently.

Lamenting the absence of a comprehensive timetable even after more than 45 years of independence, the eminent scientist advocated its formulation to bring about a sense of orderliness in the prevailing chaotic education system.

The timetable would, for instance, enjoin upon all universities to conduct examinations and declare their results on time so that the atmosphere of uncertainty which continues to vex the student community was eliminated.

Delivering the keynote address, Mr P N Haksar, Jawaharlal Nehru University (JNU) Chancellor and former Principal Secretary to the Prime Minister, blamed the "power elite" for being "singularly insensitive to the needs of the time". They were quite happy to continue with the age-old British pattern of education at the cost of stifling the indigenous identity, he added.

The British pattern, he said, was aimed at evolving a homogenous set of people better described as western-oriented gentlemen (WoG).

Mr Haksar stressed the need for a new education system that would combine education and culture! Cautioning against drastic changes, he pointed out that a solution to any problem may generate many more new problems on its own.

Speaking on the occasion, the college director, Prof V Karad, pointed out that in the absence of a schedule, most educational institutions were left with only about four months of effective teaching time in a year.

SV Varsity Convocation

Prof. G. Ram Reddy, Chairman, University Grants Commission criticised the present examination system which he said was impersonal and relied heavily on cramming and memorising. Delivering the 35th convocation address at the Sri Venkateswara University in Tirupati recently, he said the late Chinese leader Mao Zedong was in favour of publishing the question in advance, allowing students to study them and answer them with the aid of books.

Prof. Reddy said the present examination system was colonial legacy and was full of defects wherein the teacher, learner and examiner got alienated.

He regretted that the semester system, tried out in some universities at the instance of UGC, had been given up mainly due to non-acceptance by students. Despite global opinion in favour of the semester system, the country was still wedded to the conventional system, he said.

Prof Reddy said as against 500 colleges identified during the seventh plan period for granting autonomy, only 115 colleges opted for it owing to tremendous resistance to the concept. He said teachers felt that autonomy would increase their workload and the managements would act in a high-handed and arbitrary manner. The misgivings about the concept was unfounded, he said.

Underlining the need for changes to improve the quality of higher education, he said the changes were vital to uphold the credibility of higher education in the country.

Andhra Pradesh Governor Mr. Krishna Kant presided over the function and gave away the degrees, diplomas and gold medals to the candidates.

Need for Popularising Distance Education System

Prof. V.C. Kulandai Swamy, Vice-Chancellor of the Indira Gandhi National Open University stressed

the need for popularising the "distance education system" in the country as it enabled students to pursue their studies from their place of study. He claimed that the conventional system of education had several drawbacks and benefited only full-time students. He pointed out that the "distance education system", on the other hand, allowed for greater flexibility and made it possible for students to pursue other interests and even work for a livelihood.

He said that open universities could provide wider range of courses to professionals, public and private sector units' employees, housewives, and industrial workers. He pointed out that age was no bar. Perhaps, he added, these were the reasons why the system was gaining popularity in the developed countries.

Professor Swamy said that in the current year his university planned to launch programmes in subjects of engineering and technology leading to B.Tech. degrees and certificates.

He pointed that the diploma in Nutrition and Health Education was specially relevant for housewives. The course will be offered from this year.

A certificate programme in guidance of children, basically meant for parents, teachers, social workers too would be provided shortly, Professor Swamy said.

Call for Change in Women's Studies

Women's studies should concentrate on the nature of opportunities that now emerge for them to prepare themselves for playing an equal role, though not necessarily an identical one, with men in the affairs of the society, said the Vice-Chancellor of Indira Gandhi National Open University, Prof. V. C. Kulandai Swamy in his address for the sixth convocation of Sri Padmavati Women's University which was read by the Director of the National Institute of Nutrition, Hyderabad, Dr Vinodini Reddy.

Prof. Kulandai Swamy felt that research studies should consider the areas of disability, handicaps, impediments and prejudices that women face and devise ways of educating and enabling men and women to remove them.

He regretted that despite the Constitutional desire, political parties' declarations and legal provisions, the actual situation regarding 'empowerment' of women was not commensurate with the 'declared intentions'.

Attributing it to failure in implementation, Prof. Kulandai Swamy called for a change in the outlook and approach of both men and women. It needs preparation of women to be able to claim and maintain an equal status. Education alone holds the key for such a change. Science and technology offer the real chance for a life of freedom, dignity and equality for women consistent and in conformity with their biological differences and disposition, he said.

Prof. (Ms) Philomena Royappa Reddy, Vice-Chancellor of Sri Padmavati Women's University, in her report said that professors had been recruited for the first time in many departments to provide the necessary academic and research leadership and to strengthen the organisational aspect.

She informed that the Tirumala Tirupati Devasthanams (TTD) released an annual grant of Rs 15 lakh towards development for 1992-93. The TTD had granted an interest free loan of Rs 75 lakh towards construction of the second hostel.

The Governor conferred 257 postgraduate, diploma and degree certificates in person and 127 degrees in absentia. He conferred a Ph.D degree to Ms Ramadevi, which is the first Ph.D degree in the university.

The Governor also presented 30 gold medals and 10 silver medals to the candidates who secured first rank in various courses in the university.

Punjab State Council for Higher Education

The Punjab Government has decided to constitute a high-level council with the Chief Minister as chairman for promoting higher education in the state. Revealing this at a meeting of Vice-Chancellors and senior officials of the education department held recently in Chandigarh, the Education Minister, Mr Harnam Das Johar, said the council would make recommendations for a common syllabi, common academic calendar and initiate administrative reforms.

The government also intended to raise the minimum number of days in colleges and at the university level. The new fixation would be 180 days from the next academic session, as directed by the UGC.

The academic calendar was also finalised at the meeting. According to it, admission to colleges and universities would start from June 21 and would end by June 30. The next academic session would start from July 1.

The state council for higher education would have the education minister as vice-chairman and education secretary as member-secretary. The DPI (Colleges) would be convener and all deans and Pro-Vice-Chancellor members.

Seminar on Unani Medicine

Mr Arjun Singh, Union Minister for Human Resource Development urged the framing of uniform syllabus for all Unani colleges and introduction of necessary reform in medical education. "Even in the west, there is greater recognition of positive benefits of the Unani system of medicine," he said while inaugurating a national seminar on Unani medicine in New Delhi recently.

Tracing the development of this system in India, the Minister said, Unani Tibb (Greco-Arab Medicine)

was transmitted into India in the 12th century by early Muslims who brought with them physicians who practised the healing art. Unani medicine received State patronage and continued to develop during the Delhi Sultanate and the Mughal rule. Muslim rulers of India founded numerous hospitals and dispensaries in various parts of the country, Feroz Shah Tughlaq, Akbar the Great, Jahangir and Shahjahan being the more prominent among such rulers.

He appreciated the role of Hakeem Abdul Hameed, the Chancellor of Hamdard University, in promoting Unani medicine.

Mr Rasheeduzzafar, Vice-Chancellor, said there is a perceptible and welcome change in the style of writing new history of Unani medicine which was previously confined to autobiographical studies of eminent physicians.

Library Automation and Information Systems

The National Institute of Small Industry Extension Training proposes to organise a programme on Library Automation using CDS/ISIS from June 7-18, 1993.

This programme is designed (i) to provide an understanding of the principles of computer operations, (ii) to familiarise the participants with CDS/ISIS package; and (iii) to impart skills in application of CDS/ISIS in their library and information systems.

The Programme contents are (1) Trends in Automation of Libraries and Information Systems; (2) Computers and their Operations - Computers and Peripheral Devices, MS-DOS Operating System; (3) CDS/ISIS Database - Communication Format, Database Structure, Database Tables, Worksheets, Editors; (4) Search Language - Types of Operands, Boolean Operations, Search Formulations; (5) Formulating and Printing; and (6) Applications - Acquisition of Books, Serials Control Indexing.

Cataloguing, Current Awareness Services and SDI

The Programme is intended for Librarians and information specialists responsible for providing information services in scientific, technical,

academic, research and industrial organisations.

Further information can be had from the Registrar, NISIET, Yousufguda, Hyderabad 500 045.

1st Transmission
1.00 p.m. to 2.00 p.m.

15.5.93

"Roorkee Hat"

"Science and Culture"

"The Week Ahead"

16.5.93

No Telecast

17.5.93

"Treasure from Thermal Physics"

"IIMA-Quest for Excellence - II"

"Sustainable Agriculture by Daring Farmers - II"

18.5.93

"A Filter Beyond any Doubt"

"Management of Simple Childhood Disorders"

"Contract Act - III"

19.5.93

"Images of Bats"

"Control System - III"

"Stone Icons of Tamil Nadu"

20.5.93

"Data Structure - II. Queue"

"Studying Shakespeare in Text and Performance"

"New Life for Old Books"

21.5.93

"The Working Children of Kashmir"

Animal Husbandry Officers Meet

Rao Dharampal, Minister for Animal Husbandry, Haryana, recently inaugurated the 2-day Animal Husbandry Officers Workshop at Chaudhry Charan Singh Haryana Agricultural University. In his address, he said that in view of the changing agro-climatic conditions, curriculum pertaining to animal husbandry and veterinary sciences should be reviewed and updated. He expressed his appreciation for the research work being conducted at the university in the field of animal and veterinary sciences and suggested that regular conferences between the university scientists and the field functionaries of Animal Husbandry Department be organised so that the latest development in this area could be disseminated to the livestock owners through the extension agencies.

Dr Amrit Lal Chaudhry, Vice-Chancellor, who presided, said that to warn the livestock owners in advance, it was imperative that appropriate forecasting system was developed on priority basis. Equally development of appropriate farming model was important as without the development of such model, no effective measure to implement the development programme or to fight

the drought like natural calamity can be undertaken. The Vice-Chancellor pointed out that the information was being generated so fast that within 5 to 6 years, half of the information in veterinary sciences became obsolete. Therefore, there was an urgent need for continuing interaction between the field functionaries and the scientists. Dr. Chaudhry advised the researchers to develop the suitable diagnostic technology so as to afford relief to the diseased livestock. For the feeding, breeding and rearing of the livestock on scientific lines, the VC urged the researchers to develop nutritious, high yielding forages varieties.

Dr H.C Sharma, Director Research, highlighted the research work being done at the university in the areas of genetic improvement, health aspect and management aspects of the livestock. Dr. Sharma disclosed that the work on embryo transfer technology, diagnosis of important diseases and development of several vaccines was in progress at the university.

Over 200 veterinarians, extension workers of the state besides the university scientists participated in the workshop.

News from UGC

Countrywide Classroom Programme

Between 15th May to 22nd May, 1993 the following schedule of telecast on higher education through INSAT-1D under the auspices of the University Grants Commission will be observed. The programme is

presented in two sets of one hour duration each every day from 1.00 p.m. to 2.00 p.m. and 4.00 p.m. to 5.00 p.m. The programme is available on the TV Network throughout the country.

Starfinder – III. Why a Space Telescope"

"Motivation for the Pursuit of Science"

22.5.93

"Question Forum"

"The Week Ahead"

Live Transmission

4.00 p.m. to 5.00 p.m.

15.5.93

No Telecast

16.5.93

No Telecast

17.5.93

"Interaction Field or Force Field"

"Management Function and Behaviour : Organization Structure"

"Global Ancillarisation is the right answer"

18.5.93

No Telecast

19.5.93

"Child : Growth And Development – II

Early Childhood"

"Ways of Thinking – II. Contours of Time"

"The Great Pyramid A Tomb or an Observatory"

20.5.93

"Understanding Transistor Radio Receiver – I"

"Glimpses of Girasia Life – I"

"19th Century Russian Literature. Alexandrovich

Gancharov"

21.5.93

"Question Forum"

"The Week Ahead"

22.5.93

No Telecast

UGC Financial Support to Varsities

University Grants Commission (UGC) plans to extend financial support to universities in their efforts to mobilise resources for their developmental activities. In a recent communication to the universities, Prof G. Ram Reddy, Chairman,

UGC, has advised each university to set up a committee with the vice-chancellor as chairman, the registrar as member-secretary and three university teachers as members.

The committee will inter act with industries and others for raising funds. Besides, it has also been suggested that the university laboratories undertake research and development programmes for industries to generate resources.

Prof Ram Reddy said the UGC will provide Rs. 50,000 a year to a university as support for expenditure incurred on this account. He said the financial support will be a part of the revised scheme of unassigned grants for 1993.

News from Abroad

AAOU Annual Conference

The 1993 Asian Association of Open Universities Annual Conference will be hosted by the Open Learning Institute of Hong Kong and held at the Regal Riverside Hotel in Shatin, Hong Kong from November 22-24, 1993

The conference will be an important forum for the exchange of experience and information on "The Economics of Distance Education" with such basic considerations as its costs and benefits. The conference will also focus on the following three subthemes :

1. International concerns and national perspective.
 - Education for economic development : manpower needs and educational planning
 - Overview of case studies by the World Bank, UNESCO or other international or regional funding agencies
 - Reports on open and distance education from countries
 - Comparative analysis of the economics of distance vs conventional education

- Private funding vs government support for distance education.
- 2. Institutional and operational issues
 - Parameters in operational budgets (accommodation, administration, teaching, marketing, warehouse store and so on)
 - Staff development costs and benefits
 - Development issues (original production as compared with local adaptation)
 - The economics of learning and communication technologies (such as broadcasting, desktop publishing or correspondence)
 - Sectoral costs and efficiencies by subject disciplines.
- 3 The clients'/societal angle
 - Motivation and incentives learning as enrichment as opposed to learning as a means towards career development
 - Learner's budget for education
 - The choice of programmes and media in terms of investments of time and money

Support from employers in day-release or with fees.

Further information may be had from the AAOU Conference Secretariat, The Open Learning Institute of Hong Kong, 10/F, Trade Department Tower, 700 Nathan Rd, Mong-kok, Kowloon, Hong Kong.

Eye Research at Griffith University

Research which carries the potential to restore sight to the blind is under way at Brisbane's Griffith University

A team of researchers under biomedical engineer Mr Suresh Hungenahally is working on a system to bypass retina damage and restore the transfer of visual stimuli to the brain. The system aims to take advantage of the fact that in most cases blindness is caused by damage to the eye itself, rather than the electronic receptors in the brain.

The sight apparatus is likely to consist of external cameras linked to a microchip capable of acting as an artificial retina. The microchip would be linked with the human eye by optical fibres.

Mr Hungenahally, of the School of Microelectronic Engineering, believes if finance was available a prototype could be ready for neuro-psychological testing on primates within a year.

The Queensland research, being conducted in collaboration with the University of South Australia, is one of the few studies of its kind in the world. It builds on pioneering work done by five Nobel laureates between 1961 and 1981 which provided biological understanding of vision and receptor fields.

SHREE DAMODAR COLLEGE OF COMMERCE AND ECONOMICS

P.B. 347, Tansor, Comba, Margao-Goa

Applications are invited for the posts of :

- | | | | |
|---|-------------------------------|---|------------------|
| 1 | Lecturer in Economics | - | 1 post full time |
| 2 | Lecturer in Commerce | - | 1 post full time |
| 3 | Lecturer in Political Science | - | 1 post full time |

These posts are reserved for scheduled castes/scheduled tribes/denotified tribes/Nomadic tribes candidates.

Candidates from categories other than that of the Reserved Categories need not apply.

Academic Qualifications : Master's Degree in the relevant subject (i.e. minimum 6 papers) with at least 55% marks or its equivalent grade and good academic record (i.e. at least 50% at the graduation examination with subject applied for or an average of 50% marks at the three Examinations in S.S.C., H.S.S. and graduations taken together).

Candidates should have cleared the National Eligibility Test for Lecturers conducted by U.G.C., C.S.I.R. or similar tests accredited by U.G.C.

Candidates who have passed U.G.C./C.S.I.R. J.R.F. Examination, or who have already been awarded Ph.D. Degree or who have already been awarded M.Phil degree upto 31st March 1991 or who will submit their Ph.D thesis upto 31st December 1993 may be exempted from appearing in the eligibility test.

In case, candidates having passed the said eligibility test are not available, candidates fulfilling other conditions would be appointed on purely temporary basis.

Scale of Pay : Rs. 2200-75-2800-100-4000 plus admissible allowances. Persons who are already employed shall send their applications through proper channel. Break in service if any, should be accounted for.

Interested candidates should apply giving full details of academic qualifications from SSC onwards clearly indicating the subjects offered, marks scored and class/division obtained at all public examinations, teaching experience, address, date of birth, etc.

True copies of marks statements of all Public Examinations passed should be enclosed. Applicants should also attach true copy of the Caste certificate from appropriate authority.

Applications duly completed in all respects should reach the Principal within 15 days from the date of this advertisement.

**D.V. Borkar
PRINCIPAL**

A list of research scholars registered for doctoral degrees in Indian Universities

SOCIAL SCIENCES

Library & Information Science

1 Ambih, K.S. Users approach to information needs in Kerala Agricultural University Library System. Kerala. Dr E Johnson, Salim Ali Centre for Ornithology and Natural History, Kalam-palayam BPO, Coimbatore

2 Neera Librarians in the making: A study in the professional socialisation of Library and Information Science students in North India. Panjab Dr G C Bansal, Department of Library and Information Science, Panjab University, Chandigarh

3 Promila Geographic Library and Information Services in India. A critical study and development design. Panjab Dr S S Pal, Department of Library and Information Science, Panjab University, Chandigarh

Psychology

1 Parit, Arun Sambhaji. Effect of caste, sex, iq and sex on self concept on adolescents. Shrivaji Dr D S Janbandhu, S NMV H S G Society Civil Lines, Nagpur

2 Sreenivasan, Savitha A study of the psychological impact of retirement from active service on job holders. Kerala Dr K Devadasan, Prof and Head Department of Psychology, University of Kerala, Kariavattom

Sociology

1 Mishra, Asha Impact of 19th century renaissance on Indian society BHU Dr P N Pandey, Department of Sociology, Banaras Hindu University, Varanasi

2 Pasricha, Ashu. Integrated rural development programme in Karnal District, 1985-90 A Gandhian appraisal. Panjab Dr Manohar Lal Sharma, Lecturer, Department of Gandhian Studies, Panjab University, Chandigarh.

3 Singh, Dharmendra Kumar Tribal life and social changes. BHU Dr J N Singh, Department of Sociology, Banaras Hindu University, Varanasi

4 Srivastav, Seema Socio-cultural context of pregnancy BHU Prof A L Srivastava, Department of Sociology, Banaras Hindu University, Varanasi

Political Science

1 Bhadbhade, Anagha Nandkumar The political development in the princely states of South Maharashtra: A critical study. Shrivaji Dr S J Patil, Department of Political Science, Smt K W College, Sangli.

2 Jadhav, Ajitnand Yashwant Social and political ideas of Mahatma V R Shinde. Shrivaji Dr A S Chousalkar, Department of Political Science, Shrivaji University, Kolhapur

3 Jaspal, Manju. Social justice in contemporary India. Panjab Prof T R Sharma, Department of Political Science, Panjab University, Chandigarh

4 Khot, Madhuri Shrivasa Mahatma Gandhi and Indian nationalism: A critical study. Shrivaji Dr A S Chousalkar, Department of Political Science, Shrivaji University, Kolhapur.

5. Manvinder Kaur Challenges to secularism in India: Major issues and problems. Panjab Prof Pam Rajput, Department of Political Science, Panjab University, Chandigarh.

6. Marydase, Y Politics of the Church in Kerala. Kerala. Dr C N Somarajan, Raj Bhavan, Near Telephone Exchange, Kundara P O, Kollam

7 Patil, Shahaji Anantao From non-brahmin movement to national movement. A critical study of politics of Mr Annasaheb Lathe. Shrivaji Dr S J Patil, Department of Political Science, Smt K W College, Sangli

8. Patil, Vivek Vasantrao Higher education and the role of State Government with special reference to Karnataka State. Shrivaji Dr K K Kavalekar, Prof and Head, Department of Political Science, Shrivaji University, Kolhapur

9 Verma, Vinod Kumar Ecology and world peace: A study in Gandhian perspective. Panjab Dr Jai Narain, Department of Gandhian Studies, Panjab University, Chandigarh

10 Yadav, Kishan Dharam parivartan ke rajniti: Nao Bolon ke visesh sandarbh mein. H S Gour Dr S C Shrivastava

Economics

1 Agrawal, Ranjana Economics of education in India. BHU Prof D K Srivastava, Department of Economics, Banaras Hindu University, Varanasi

2. Ambapkar, Gulab Basappa Economic thoughts of Dr B R Ambedkar Shrivaji Dr P A Koh, Department of Economics, The New College, Kolhapur

3. Dandge, Ramesh Ganeshrao Growth and instability in agricultural production in the drought prone region of Maharashtra State: A regional analysis. Shrivaji Dr R R Doshi, Prof and Head, Department of Economics, Shrivaji University, Kolhapur

4 Deenanath Singh The role of co-operative banks in the economic development of Ghazipur District, U P. BHU Dr Rajendra Rai, Department of Economics, Banaras Hindu University, Varanasi.

5 Dinesh Singh. The impact of new technology on the paddy crop: A case study of Chhapra Block in Varanasi District. BHU

Prof U K Mehra, Department of Economics, Banaras Hindu University, Varanasi.

6. Ezeanyej Clement L. A study of the growth and composition of the tax revenue of the Federal Government of Nigeria, 1970-1990. Shivaji Dr A A Dange, Department of Economics, Shivaji University, Kolhapur

7. Jadhav, Nivas Bapu. An appraisal of functioning and performance of co-operative lift irrigation: A case study of co-operative lift irrigation societies in Kolhapur District of Maharashtra. Shivaji Dr T G Naik, Department of Economics, D D Shinde Sarkar College, Vidayapeeth High School, Kolhapur

8. Md Jahurul Islam. Prospects of development of the Bangladesh economy: A macro-economic study. BHU Prof D K Srivastava, Department of Economics, Banaras Hindu University, Varanasi

9. Patil, Dinakar Tukaram. Primary agricultural co-operative credit societies and agricultural change in Miraj Taluka. Shivaji Dr V B Jugale, Department of Economics, Shivaji University, Kolhapur

10. Pol, Ekanath Krishna. Tanning industry in Kolhapur District. Shivaji Dr N K Patil, Head, Department of Economics, Y C Warana Mahavidyalaya, Warananagar

11. Rita Kumari. Problems and prospects of India's foreign trade. BHU Dr M P Singh, Department of Economics, Banaras Hindu University, Varanasi

12. Sawant, Waman Vyankatesh. Growth and problems of Ratnagiri Unit of Maharashtra Industrial Development Corporation, 1965-1991. Shivaji Dr N K Patil, Department of Economics, Y C Warana Mahavidyalaya, Warananagar

13. Shukla, Anjana. Role of foreign direct investment in India's economic development. BHU Dr Inu Jain, Department of Economics, Banaras Hindu University, Varanasi

14. Singh, Arvind Kumar. Strategies for agricultural development. The Ambedkar approach. BHU Prof U K Mehra, Department of Economics, Banaras Hindu University, Varanasi.

15. Singh, Ashok Kumar. Role and status of farm women in agriculture in District Faizabad, U P. BHU Prof G D Mishra, Department of Economics, Banaras Hindu University, Varanasi.

16. Singh, Rana Pratap. NABARD and agricultural development of India. BHU Dr A R Prasad, Department of Economics, Banaras Hindu University, Varanasi

Public Administration

1. Chani, Charanjeet Singh. Organisation and performance appraisal of Panjab State Industrial Development Corporation Limited. Panjab Dr S L Kaushik, Department of Public Administration, Panjab University, Chandigarh and Dr S C Vaidya, Reader, Centre of Business Management, Panjab University, Chandigarh

2. Chauhan, Rajan. Tourism administration. A case study of Himachal Pradesh. Panjab Dr S L Goel, Department of Public Administration, Directorate of Correspondence Studies, Panjab University, Chandigarh

3. Navjot Kaur. Government policy and administration of women's welfare in Panjab. Panjab Prof Satya Deva, Department of Public Administration, Panjab University, Chandigarh.

4. Patricha, Niraaj. Dairy development administration through cooperatives: A study of Haryana Dairy Development Cooperative Federation. Panjab Dr S L Goel, Department of Public Administration, Directorate of Correspondence Studies, Panjab University, Chandigarh.

5. Payare Lal. A comparative study of organisation and utilisation of University Libraries in Himachal Pradesh. Panjab Dr (Mrs) Shyama Bharadwaj, Department of Public Administration, Panjab University, Chandigarh

6. Suresh Kumar. Organisation and working of the Department of Telecommunications: A case study of Panjab Telecommunication Circle. Panjab Dr S L Goel, Department of Public Administration, Directorate of Correspondence Studies, Panjab University, Chandigarh

Education

1. Anand Prakash. Assessment of physical physiological and psychological variables as predictor factor in kho-kho performance. BHU Dr Dilip Kumar Dureha, Department of Physical Education, Banaras Hindu University, Varanasi

2. Bhosale, Digambar Amarnao. An inquiry into the present position and problems of teaching history in the secondary schools in rural area of Bead District. Shivaji Dr R N Ingole, College of Education, Barsi

3. Chavan, Vijay Vishnu. Iyatta Akravi midheel vidyadhyanchya Marathi Bhashaya upayojit shabda sampatitya chikitsa-mak abhyas. Shivaji Dr B A Kolpe, Azad College of Education, Satara

4. Deshpande, Shamsunder Shrinivas. A critical study of the problems of adult education in Osmanabad District. Shivaji Dr C N Landage, College of Education, Barsi

5. Gandhe, Sudhakar Madhavrao. A critical study of the current position and problems of teaching Marathi language in secondary schools in Osmanabad District. Shivaji Dr T B Patil, College of Education, Barsi.

6. Geddam, R P. A comparative study of the effects of different models of concept teaching on the acquisition of English grammar concepts by pupils of different cognitive styles. Shivaji Dr A N Joshi

7. Kulkarni, Vithakao Govindrao. An investigation in class room management behaviour of teacher and its implications for teacher training. Shivaji Dr A N Joshi

8. Man Singh. Pracheen Bharatiya shiksha vyavastha ka adhanik pariprekshya mein matyanika. BHU Dr U C Rai, Department of Education, Banaras Hindu University, Varanasi.

9. Mehrotra, Akhil. Evaluation of physical fitness norms of talent identification for National Sports Talent Search Scheme of Sports Authority of India. BHU Dr Dilip Kumar Dureha, Department of Physical Education, Banaras Hindu University, Varanasi.

10. Patil, Shrivajrao Baburao A critical study of the moral values inculcated through the curriculum of Marathi at the primary level. Shivaji. Dr K S Gurav, V N College of Education, Kolhapur

11 Patil, Tukaram Mahadeo An investigation into student-teachers non-verbal behaviour during the use of the technique of overt verbalization and its relationship with mental state and teaching performance. Shivaji. Dr (Smt) C M Yeole, Department of Education, Shivaji University, Kolhapur

12 Rai, Bidhee Chandra Gramin khelo ke sandarbha mein samudayik sahyog evam sparsha. BHU Dr R B Singh, Department of Physical Education, Banaras Hindu University, Varanasi.

13 Rajhans, Shamsankar Sadashiv A study of educational thoughts and work of Dr B R Ambedkar Shivaji Dr K S Gurav, V N College of Education, Kolhapur

14 Singh, Ram Jee Mughal kal mein prachalit khelon ka adhyayan. BHU Dr R B Singh, Reader, Department of Physical Education, Banaras Hindu University, Varanasi

15 Singh, Vandana Personality characteristic of Indian women individual and team games. BHU Dr N B Shukla, Department of Physical Education, Banaras Hindu University, Varanasi
Commerce

1 Bhatia, Satpal Singh. Madhya Pradesh mein prayatan udyog ke vikas mein rajkiya kshetra ke bhumika. H S Gour Dr O P Agrawal

2 Bile, Jayaprakash Kondiba Financing of small scale industries in Solapur District. A critical study Shivaji Dr P S Rao, Chhatrapati Shahu Central Institute of Business Education and Research, Kolhapur

3 Diwan, Vinayak Laxman The performance appraisal system and their motivational implication on officer-employees of public sector banks. Shivaji Dr R L Moktan, D R K College of Commerce, Kolhapur

4 Gupta, Manoj Kumar An appraisal of working of State Bank of India. BHU Dr K K Jaiswal, Department of Commerce, Banaras Hindu University, Varanasi

5 Hasabe, Subhash Bhagvanrao A critical study of lending policies of Satara District Central Co-Operative Bank Ltd, Satara. Shivaji Dr J S Choudhari, Kisan Veer College, Wai, District Satara

6 Hiremath, Vijay Rachayya A critical study of co-operative marketing of cotton in selected district in Karnataka State. Shivaji Dr V V Khanzode, Chhatrapati Shahu Central Institute of Business Education and Research, Kolhapur

7 Hulgi, Prahlad Srinivasrao Retrospect and prospects of Bagalkot Town under Upper Krishna Project: A study of marketing activities. Shivaji. Dr V V Khanzode, Chhatrapati Shahu Central Institute of Business Education and Research, Kolhapur

8 Kulkarni, Hanament Anantrao A study of decision support system using simulation in functional areas of management. Shivaji Dr R V Kulkarni, Chhatrapati Shahu Central Institute of Business Education and Research, Kolhapur

9 Mane-Patil, Udayasinh Ramrao. A study of hospital management in selected hospitals in Miraj City Shivaji Dr M M Ali, Chhatrapati Shahu Central Institute of Business Education and Research, Kolhapur

10 Mathew, V Abraham A study of problems and prospects of rubber plantation and rubber goods industry, with special reference to tyre sector, in India. Shivaji Dr M M Ali, Chhatrapati Shahu Central Institute of Business Education and Research, Kolhapur

11 Mishra, Lokesh Kumar A study of group dynamics in the Life Insurance Corporation of India. BHU Prof M N Mishra, Department of Commerce, Banaras Hindu University, Varanasi

12 Ramesh Chand A study of growth of trade unionism in Varanasi, 1960-90. BHU Dr Dipak Malik, Department of Commerce, Banaras Hindu University, Varanasi

13 Shitole, Ganapatrao Yashwant Performance evaluation of Maharashtra Industrial Development Corporation. Shivaji Dr R D Biradar, Chhatrapati Shahu Central Institute of Business Education and Research, Kolhapur

14 Tiwari, Bahram Financial structure and profitability of I D B I assisted corporate enterprises in India. BHU Dr A R Tripathi, Department of Commerce, Banaras Hindu University, Varanasi

15 Tiwari, Kirti Bhagwandas A study of university administration with special reference to Shivaji University, Kolhapur Shivaji Dr T A Shrivare, Chhatrapati Shahu Central Institute of Business Education and Research, Kolhapur

16 Vernekar, Sachchidanand Shripad A study of development problems and prospects of chaddar industry in Solapur Shivaji Dr K G Pathan, Luck Chowk, Opposite Bus Stop, Solapur

Home Science

1 Amrita A comprehensive study on health communication behaviour of tribal women in Chotanagpur Region. BHU Dr (Mrs) Indira Bishnoi, Department of Home Science, Banaras Hindu University, Varanasi

2 Anuja Nutritional status of women in different socio-economic groups. BHU Dr (Smt) A Chakravorty, Department of Home Science, Banaras Hindu University, Varanasi

3 Singh, Poonam Breast milk and nutrition of pre school children. BHU Dr (Smt) A Chakravorty, Department of Home Science, Banaras Hindu University, Varanasi

HUMANITIES

Philosophy

1 Chauhan, Dharendra Singh Sankhya evam Shaiva siddhanta darshan mein moksha ke avadharana: Ek talanatmak adhyayan. BHU Prof Kamalakar Mishra, Department of Philosophy and Religion, Banaras Hindu University, Varanasi.

2 Dagar, Anita Aesthetics and hermeneutics. A study in Gadamer's philosophy of art. Panjab Prof Rekha Jhanji, Department of Philosophy, Panjab University, Chandigarh

3 Khare, Neeraj. *Lalit vistar: Ek sameekshatmak adhyayan.* BHU Dr S P Vyas, Department of Jain and Baudha Darshan, Banaras Hindu University, Varanasi

4 Robibo, Aviva. *A critique of the Gura tradition: Generation, Transmission and expression of spiritual truth.* Panjab Dr V T Sebastian, Lecturer, Department of Philosophy, Panjab University, Chandigarh.

5 Srivastava, Namita. *Nimbark Vedanta ka sameekshatmak adhyayan. Vedant-Parijat-Saurabh ke vishesh sandarbh mein.* BHU Prof K N Mishra, Department of Philosophy and Religion, Banaras Hindu University, Varanasi

6 Tiwari, Dharendra Kumar. *Gandhi evam Vivekanand ke darshan mein Ishwar ke avadharana: Ek tulnatmak adhyayan.* BHU Prof Kamalakar Mishra, Department of Philosophy and Religion, Banaras Hindu University, Varanasi

7 Upadhyay, Shyama Kant. *An appraisal of hedonism as moral standard.* BHU Dr Kripa Shankar, Department of Philosophy and Religion Banaras Hindu University, Varanasi

Religion

1 Karan Singh. *A comparative study of ethical perceptions of world religions Hinduism, Buddhism, Christianity, Islam and Sikhism.* Panjab Dr Darshan Singh, Department of Guru Nanak Sikh Studies, Panjab University, Chandigarh

2 Singh, Poonam. *Bhagavat ke avadhutopadhyayan ka ek darshnik vivechan.* BHU Dr A K Rai, Department of Philosophy and Religion, Banaras Hindu University, Varanasi

Fine Arts

1 Srivastava, Rashmi. *Arambhik Bharatiya kala evam sanskriti mein Helenistic tatwa.* BHU Prof R Dasgupta, Department of History of Art Banaras Hindu University Varanasi

Musik

1 Mishra, Manoj Kumar. *Uttar Bharatiya sangeet mein avandha vadyo ke parampara evam vikas. Ek alochanatmak adhyayan.* BHU Dr (Mrs) Pushpa Basu, Department of Instrumental Music, Banaras Hindu University, Varanasi

Language & Literature

English

1 Bahl, Meenakshi Y K. *The human bond-centrality of relationships in selected works of Saul Bellow* Panjab Dr (Mrs) N Mukerji, Department of English, Panjab University, Chandigarh

2 Biji Kumar, K B. *Barsatshire novels of Anthony Trollope* BHU Dr S K Sinha, Department of English, Banaras Hindu University, Varanasi

3 Ishwar Chandra. *Tennessee Williams. The theme of crime and punishment in his plays.* BHU Dr JB Mishra, Department of English, Banaras Hindu University, Varanasi

4 Kumar, Mamta. *Dom Moraes A critical study of the major themes in his poetry* BHU Dr A K Tripathy, Department of English, Banaras Hindu University, Varanasi

5 Mehrotra, Shalini. *Mysticism in the poetry of Emily Dickinson.* BHU Dr S R Jalote, Department of English, Banaras Hindu University, Varanasi.

6 Mishra, Ravi Shankar. *Expatriate experience in the poetry of A K Ramanujan.* BHU Dr A P Barat, Department of English, Banaras Hindu University, Varanasi

7 Pandey, Rajesh Kumar. *The poetry of Thomas Hardy: Possibilities of meaning.* BHU Dr M S Pandey, Department of English, Banaras Hindu University, Varanasi

8. Pandeya, Shubhra. *Poetry of T S Eliot: Search for meaning.* BHU Dr R N Rai, Department of English, Banaras Hindu University, Varanasi

9 Sedhu, Darshan Pal. *Politics and the novel: A study of Doris Lessing's Children of Violence Sequence.* Panjab Prof M L Raina, Department of English, Panjab University, Chandigarh

Sanskrit

1 Asthana, Savita. *Sarvarthasiddhi: Ek adhyayan.* BHU Dr S L Jain, Department of Sanskrit, Banaras Hindu University, Varanasi

2 Choubey, Sadanand. *Shaddarshnon mein moksha ke avadharana. Ek adhyayan.* BHU Dr R S Tripathy, Department of Vedic Darshan, Banaras Hindu University, Varanasi

3 Dubey, Kedar Nath. *Prachin Bharat mein mallavidya.* BHU Dr V K Verma Department of Sanskrit, Banaras Hindu University, Varanasi

4 Garg, Priti. *Sanskrit sahitya ke pramukh granthon mein surya evam chandra varnan.* Panjab Dr Anirudh Joshi, Department of Dayanand Chair for Vedic Studies, Panjab University, Chandigarh

5 Jetley, Inder Sen. *Sanskrit ke varnik chhandon ka sameekshatmak adhyayan.* Panjab Dr D R Sharma, Reader, Department of Sanskrit, Panjab University, Chandigarh and Dr (Mrs) Vasundhara Rehani, Department of Dayanand Chair for Vedic Studies, Panjab University, Chandigarh

6 Mishra, Purnima. *Shaunak tatha Katyayan ke Charanyuha ka sameekshatmak evam tulnatmak adhyayan.* BHU Dr V K Verma, Department of Sanskrit, Banaras Hindu University Varanasi.

7 Mishra, Triloki Nath. *Nyayasiddhantjanyas sameekshatmakadhyayam.* BHU Prof S S Shastri, Department of Vedic Darshan, Banaras Hindu University, Varanasi

8 Satsangi, Preeti. *Sankyayog ke pariprekhyas mein Acharya Deva Vachaspati Mishra evam vigyan bhiksha.* BHU Dr Uma Joshi, Department of Sanskrit, Banaras Hindu University, Varanasi

9 Sheema. *Pratishakhyas - Pradeep shiksha: Ek sameekshatmak adhyayan.* BHU Dr A K Srivastava, Department of Sanskrit, Banaras Hindu University, Varanasi.

10 Shringari, Pramod Kumar. *Jain Sanskrit natakon ka sameekshatmak adhyayan.* BHU Dr S L Jain, Department of Sanskrit, Banaras Hindu University, Varanasi

11. Shrivastava, Ragini Jain pauranik mahakavyon ke sameeksha. BHU Dr S L Jain, Department of Sanskrit, Banaras Hindu University, Varanasi.

12. Shrivastava, Rashmi. Prachin tikaon ke drishtise malvikagnimitram ke sameeksha. BHU Dr Kaushalendra Pandey, Department of Sahitya, Banaras Hindu University, Varanasi.

13. Singh, Kanchan. Parshvabhyudaya Mahakavya: Sameekshatmak adhyayan. BHU Dr S M Jain and Dr R P Dwivedi, P V Research Institute, Varanasi

14. Sri Shyamala Nayaydeepika aur Praman Meemansa ka talanatmak adhyayan. BHU Dr S L Jain, Department of Sanskrit, Banaras Hindu University, Varanasi

15. Tiwari, Jayachand. Senkhyakarika ke Jayamangala Tika ka alochanatmak adhyayan. BHU Dr K K Sharma, Department of Vedic Darshan, Banaras Hindu University, Varanasi.

16. Verma, Amita. Mavniya mulyon ke sandarbha mein Kalidas: Ek adhyayan. BHU Dr R P Dwivedi, Department of Sanskrit, Banaras Hindu University, Varanasi

Punjabi

1. Amrit Lal. Guru Ravidass ate Baba Farid Bani, Ik talanatmak adhyayan. Bhagti kav dhara ate Sufi kav dhara de vishesh sandarbha vich. Panjab, Dr D P Singhal, Department of Guru Ravi Dass Chair, Panjab University, Chandigarh

2. Devinder Kaur. Parvasi Punjabi novel de shabdarth vigyanak adhar. England, America ate Canada de novelan de vishesh sandarbha vich. Panjab, Dr Deepak Manmohan Singh, School of Punjabi Studies, Panjab University, Chandigarh

3. Dabara Singh. Punjabi Jangnama-Kav de sandarbha vich Jangnama Shah Mohammad de mulyankan. Panjab, Dr Deepak Manmohan Singh, Lecturer, School of Punjabi Studies, Panjab University, Chandigarh

4. Grewal, Paramdeep. Hari Singh Dilbar de navlan vich malval up-sabhiachar de peshkari. Panjab, Dr Nahar Singh, Reader, School of Punjabi Studies, Panjab University, Chandigarh

5. Gurinder Kaur. Bartanvi Punjabi kahani vich anter sabhiachar de davand. Panjab, Dr Deepak Manmohan Singh, Lecturer, School of Punjabi Studies, Panjab University, Chandigarh

6. Jagdish Singh. Punjabi novel da lokdharai adhyayan. Panjab, Dr Joginder Singh Nehru, Lecturer, School of Punjabi Studies, Panjab University, Chandigarh

7. Manjit Kaur. Guru Ravidass Jee de jeevan nai sambandhi mith-kathavan da adhyayan. Panjab, Dr D P Singhal, Department of Guru Ravi Dass Chair, Panjab University, Chandigarh

8. Pamela. Parvasi Punjabi kavita. Ik manovigyanik adhyayan. Panjab, Dr Deepak Manmohan Singh, Lecturer, School of Punjabi Studies, Panjab University, Chandigarh and Dr Jitendra Mohan, Reader, Department of Psychology, Panjab University, Chandigarh

9. Paramjit Singh. Bawa Bahwant kav vich mythhasik ate ithasik parieekan da rupantran. Panjab, Dr Manjit Singh, Lecturer, School of Punjabi Studies, Panjab University, Chandigarh

10. Parbinder Singh. Punjabi natak vich sangharsh. Panjab, Dr D P Singhal, Prof, Shri Guru Ravi Dass Chair, Panjab University, Chandigarh.

11. Rajinder Paul. Punjabi kavita vich dalit chetna, ik adhyayan: Sant Ram Udaal, Lal Singh Dill, Gurdas Ram Alam, Charan Singh Safri ate Shri Ram Arsh de sandarbha vich. Panjab, Dr Jagtar Singh, Lecturer, Govt College, Hoshiarpur

12. Rameshwar Singh. Malwal up-sabhiachar da upbhashat sarvekhan te adhyayan: Ferozpur Zile de parsang vich. Panjab, Dr Jagjit Singh, Reader, School of Punjabi Studies, Panjab University, Chandigarh

13. Sharma, Sunita. Sant Jaltram: Darshan evam kavya. Panjab, Dr D P Singhal, Department of Guru Ravi Dass Chair, Panjab University, Chandigarh

14. Sidhu, Jagjit Singh. Guru Nanak bani vich lok Veda da nirupan: Vihvashan, anushthana ate mithhas de parsang vich. Panjab, Dr Darshan Singh, Department of Guru Nanak Sikh Studies, Panjab University, Chandigarh and Dr K S Thind, 345, Sector 44, Chandigarh

15. Sukhvir Kaur. Adhunik Punjabi kavita vich samajik chetana, 1950-1980. Panjab, Dr Manjit Singh, Lecturer, School of Punjabi Studies, Panjab University, Chandigarh

16. Sushil Kumar. Punjabi ghazal da roop vidhan. Ek vishleshan. Panjab, Dr Manjit Singh, Lecturer, School of Punjabi Studies, Panjab University, Chandigarh

Hindi

1. Arvind Bala. Mohan Rakesh aur Surinder Verma ke natkon mein prayogsheela. Tulnatmak adhyayan. Panjab, Mrs Shakuntla Yadav, Department of Hindi, Panjab University, Chandigarh

2. Desh Raj. Makhanlal Chaturvedi ke kavya mein rashtriyata ke abhivyakti. HP, Dr Chaman Lal Gupta, Department of Hindi, Directorate of Correspondence Courses, Himachal Pradesh University, Shimla

3. Dubey, Anita. Hindi ke anchalik upanyas. Pragtisheel sandarbha. BHU, Dr R K Sharma, Department of Hindi, Banaras Hindu University, Varanasi

4. Jaiswal, Anita. Chhayavadi kavya mein prem aur saundaryon ke romantic avadharana. BHU, Dr Ram Narayan Shukla, Department of Hindi, Banaras Hindu University, Varanasi

5. Krishnakant Prasad. Kabir ke manavatabadi vicharon ke prasangikata evam unke stot. BHU, Dr R S Dubey, Department of Hindi, Banaras Hindu University, Varanasi

6. Mehta, Savita. Adhunik Hindi kavita ke premukh vad. HP, Dr Krishan Kumar, Department of Hindi, Himachal Pradesh University, Shimla

7. Mishra, Anshu Mala. Madhya kala aur Acharya Hazari Prasad Dwivedi. BHU, Dr Ranga Nath Pathak, Department of Hindi, Banaras Hindu University, Varanasi

8. Mishra, Pragya. Sathottari Hindi kavita. Vastu aur snipna. BHU, Dr R S Dubey, Department of Hindi, Banaras Hindu University, Varanasi

Jeewan. HP Dr O P Saraswat, Department of Hindi, Himachal Pradesh University, Shimla

10 Pandey, Shalendra Kumar Riti mukta kavi Thakur ke kavya bhasha per adhyayan. BHU Dr Mangia Prasad, Department of Hindi, Banaras Hindu University, Varanasi.

11 Panmati Samkalen Hindi kavita mein nari chetana. BHU Dr Kumud Prabha Srivastava, Department of Hindi, Banaras Hindu University, Varanasi

12 Parminder Kaur Rashtriya navjagran ke sandarbh mein Sudarshan ke katha-sahitya ka vishleshan evam mulyankan. Panjab Dr Satya Pal Schgal, Department of Hindi, Panjab University, Chandigarh

13 Prabhati, Kanchan Hindi navgeet Andolan aur Sambhunath Singh. BHU Dr Indumati Singh, Department of Hindi, Banaras Hindu University, Varanasi

14 Purnima Kumari Sur ke samajik chetana. BHU Dr Vijay Bahadur Singh, Department of Hindi, Banaras Hindu University, Varanasi

15 Pushpa Devi Vrindavan Lal Verma ke upanyason mein itihās aur rashtriyata ka swarup HP Dr C L Gupta Department of Hindi Directorate of Correspondence Courses, Himachal Pradesh University Shimla

16 Rai Ajit Kumar Ramcharit Manas kathabandh. BHU Dr Avadhesh Pradhan, Department of Hindi Banaras Hindu University Varanasi

17 Rai, Kaushal Kishore Mohan Rakesh ka rachana sansar BHU Dr M N Rai Department of Hindi, Banaras Hindu University, Varanasi

18 Rai, Neel Kumar Sathottar Hindi natakon mein pauranik charitron ke sarthakala. BHU Dr Narbadeshwar Rai, Department of Hindi, Banaras Hindu University, Varanasi

19 Rai, Urmila. Agyeya Vichar evam sanstha. BHU Dr M N Rai, Department of Hindi, Banaras Hindu University Varanasi

20 Rajvinder Kaur Nirmal Verma ke katha-sahitya ka samaj-manovaigyanik adhyayan. Panjab Dr Vinod Shahi, Lecturer, Department of Hindi, Govt College, Hoshiarpur

21 Sharma, Banka Ram Dushyant Kumar ka rachna kram. Kathya evam shilpa. HP Dr Krishan Kumar, Department of Hindi, Directorate of Correspondence Courses, Himachal Pradesh University Shimla

22 Sharma Madan Lal Premchand ke katha sahitya mein pragatisheel chetna ka vishleshan. HP Dr C L Gupta, Department of Hindi, Directorate of Correspondence Courses, Himachal Pradesh University Shimla

23 Sharma Sudarshan Premchand ke katha sahitya mein chitrit narak mandand. HP Dr Lailan Rai Department of Hindi, Himachal Pradesh University, Shimla

badalte samajik pratiman. Panjab Dr Neeraj Sood, Department of Hindi, Panjab University, Chandigarh

25. Singh, Kalpana. Nirala ke kavya mein prayogbeeja ke vividh ayana. BHU Dr C R Yadav, Department of Hindi, Banaras Hindu University, Varanasi

26. Singh, Sunil Kumar Sur kavya mein manovigyan. BHU Dr Mangia Prasad, Department of Hindi, Banaras Hindu University, Varanasi.

27 Sinha, Prem Niwas Sarveshwar Dayal Saxena ke kavitaayon ka shaili vaigyanik adhyayan. BHU Dr Srinivas Pandey, Department of Hindi, Banaras Hindu University, Varanasi

28 Srivastava, Sanjana Sathottari Hindi kahani mein madhya vargeeya jeewan. BHU Dr Ashok Singh, Department of Hindi Banaras Hindu University, Varanasi

29 Thakur, Gopal Dass Kulhai lokgeeton mein lokjeewan. HP Dr Jagat Pal Sharma, Department of Hindi, Himachal Pradesh University, Shimla

30 Veena Kumari Dadu Dayal ke kavya mein manav mulya. Panjab Dr R D Singhal, Department of Hindi, Panjab University, Chandigarh

31 Yadav, Devendra Kumar Bihar ke kavita mein loktattva. BHU Dr Mangia Prasad, Department of Hindi, Banaras Hindu University, Varanasi

32 Yagya Ram Samkalin Hindi kahani aur kisa goee. BHU Dr Kashi Nath Singh, Department of Hindi, Banaras Hindu University, Varanasi

Urdu

1 Khan, Diwan Hanna Urdu ke sawnchi novel. BHU Dr Qamar Jahan Department of Urdu, Banaras Hindu University, Varanasi

Bengali

1 Ratna Kumari Bangla-Magadhi lok sahityer tulanamulok alochana. BHU Prof S N Das, Department of Bengali, Banaras Hindu University, Varanasi

Geography

1 Nain, Navsher Singh The question of regional identity in India since independence. A geographic appraisal. Panjab Dr Gopal Krishan, Department of Geography, Panjab University, Chandigarh

History

1 Pateve, Shivkumar Madhya kalen yug mein Sagar Jile mein Jain Dharam. H S Gour Dr S K Vajpai

2 Pathan, Ismail Husensaheb Kolhapur- A study of twentyfive years of industrial development, 1949-74 Shivaji Dr M P Patil Department of History, Shivaji University, Kolhapur

THESES OF THE MONTH

A list of doctoral degrees accepted by Indian Universities

SOCIAL SCIENCES

Psychology

1 Kewley, Suneeta V *Kushtharogyancha punarvasnakade baghanyachi kushtharogyanchi ani samajachi abhivritti.* Nagpur Dr Mrs K Barlinge, Department of Psychology, Dharampeth College, Nagpur

2 Mehra, Geeta *Attentional components in schizophrenia.* Delhi

3 Sasidharan T *Learning intellectual skill as an educational outcome in relation to student entry characteristics and quality of instruction.* Baroda

Sociology

1 Chakravorty, R N *Impact of workers education with special reference to socio-economic conditions of the plantation workers in North-East India.* Dibrugarh Prof D Doley, Department of Sociology, Dibrugarh University, Dibrugarh

2 Indroia, B K *Harijan youths in rural society: A sociological study* Saurashtra Dr R M Bhatti

3 Pandey, Uma Shankar *Bahal dharam ka Bhartiya samaj per prabhav* Jiwaji Dr M M Chaturvedi, Prof (Retd), Gubbra Fatak, Lohiya Bazar, Lashkar Gwalior

4 Raghuvanshi, Prabha *Matwa ke vikriti anga viklangon ka ek samajshastriya adhyayan.* Devi Ahilya Dr Rajendra Jain, Department of Sociology, Parikh Manilal Baldevdas Gujarati Arts and Law College, Indore

5 Shome, Sadhana *Samudaya mein aiyehhiksangathanon ke bhumika.* Bilaspur Nagar ke pravasiya Bengali samudaya ke vishlesh sandarbha mein. Durgawati Dr P B Sengupta, Department of Sociology, Rani Durgawati Vishwavidyalaya, Jabalpur

6 Shrivastava, Usha *Madhya Pradesh mein uchcha shiksha ke prakaryon evam akaryon ka samaj shastriya adhyayan.* Jiwaji Dr M M Chaturvedi, Prof (Retd) Gubbra Fatak, Lohiya Bazar, Lashkar Gwalior

Social Anthropology

1 Arunkumar, Mourangthem Cha *Women's crime in Manipur* Manipur Dr Ch Budhi Singh, Prof, Department of Anthropology, Manipur University, Imphal

2 Ghosh Prasasti *Demographic profile and changing occupational character and economic status of the Santals of Birbhum District.* NBU

3 Sahoo, Subarnalata *Child rearing practices by mothers in rural Western Orissa: An analysis of data from some selected villages of Sambalpur Districts.* Sambalpur Prof S N Ratha Department of Anthropology, Sambalpur University, Jyoti Vihar Buxa

Social Work

1 Ahmed Beig, M *Value orientations and mental health.* Bangalore Dr S M Channabasavanna, Director and Prof, Department of Psychiatry, National Institute of Mental Health and Neuro Sciences, Bangalore

Political Science

1 Chaula, Prafulla Kumar *Aspects of implementation of ceiling on agricultural landholdings and distribution of surplus land in India.* Andhra

2 Gupta, Naresh Kumar *India's strategic problems and prospects within the Sino-American-Pakistan nexus.* Jammu Dr Kulwant Kaur, Reader, Department of Political Science, University of Jammu, Jammu

3 Jena, Pradip Kumar *Contributions of Utkal Gaurab Madhusudan Das in the political evolution of Orissa.* Sambalpur Pr. A P Padhi, Director, College Development Council, Sambalpur University, Jyoti Vihar, Buxa

4 Satyananda Rao, Bagadi *Swami Vivekananda. A study of his political ideas.* Andhra

Economics

1 Garhewal, Pramila *Madhya Pradesh Viddhut Mandal ke sevivargiya prabandh ka alochanatmak adhyayan.* Durgawati Dr V K Basal, G S College of Commerce and Economics, Jabalpur

2 Jain, Kushal *Madhya Pradesh ke Ujjain evam Devas Jilon mein karyasheel mahilayon ke samajik-arthik sthiti.* Vikram Dr (Mrs) S Murthy, Head Department of Economics, Vikram University, Ujjain

3 Kanwar Parkash Chand *Integrated rural development programme in Himachal Pradesh: A case study of Mandi District.* HP

4 Khimsara, Gyanchand *Resource use, farm size and return-to scale: A comparative study of selected tribal belts of M P, Rajasthan and Gujarat.* D Litt. Vikram Dr R M Goel Visiting Prof, Department of Economics, Dr Hari Singh Gour Vishwavidyalaya Sagar

5 Shrivastava, Saroj *Rajgarh Jile mein Wasteland ka vikas: Ek vishleshnatmak adhyayan.* Vikram Dr O S Shrivastava, Prof, Department of Economics, Barkatullah Vishwavidyalaya, Bhopal

6 Soni, Archana *Madhya Pradesh mein prajanan pravrittiyan. Ek vishleshan.* Ravishankar Dr (Smt) Usha Dube, Reader School of Studies in Economics, Pandit Ravishankar Shukla University, Raipur

Law

1 Chaudhuri Baidyanath *Legal control on the management in India.* Calcutta

2 Deo Nawarang Pattipawan *The critical review of the doctrine of secularism in India.* Nagpur Shri D R Meghe, Principal, Dr Ambedkar College of Law, Nagpur

Public Administration

1 Premkumar, R. *Bureaucracy and health care delivery: A cross state comparative study of the attitude factors among the state leprosy control medical and paramedical specialists in the districts of North Arcot in Tamil Nadu and Chittoor in Andhra Pradesh.* Nagpur Dr Sagan Dave, Department of Public Administration, Nagpur University, Nagpur

2 Ratna Manikyalu, Sudunagunta *Personnel administration in local governments of Andhra Pradesh. A critical study.* Andhra

3 Sarma M V Bapi Raju *The organisation and management of Insurance Medical Services (E S I Scheme) in Andhra Pradesh.* Osmania

Education

1 Anil Kumar *Motor fitness components as limiting factors in handball performance.* Jiwaji Dr M S Gill Reader Laxmibai National College of Physical Education Gwalior

2 Bhatt Pradyumanrai Vrajlal *Development and validation of criterion referenced test on figure of speech in Gujarati language.* Bhavnagar Dr (Miss) D J Modi Prof and Head, Department of Education Bhavnagar University Bhavnagar

3 Bhavalakar Smita *Prediction of scientific creativity through cognitive and effective variables among high school students.* Devi Ahilya Dr D N Sansanwal Prof Department of Education Devi Ahilya Vishwavidyalaya Indore

4 Bhuyan Chandraprobha *Problem of dropouts in Sipajhar, Assam, 1968-1984.* Manipur Dr Kh Gambhini Devi, Asstt Director Department of Adult and Continuing Education, Manipur University Imphal

5 Bose Ashim Kumar *Comparative effect of three types of training loads on jumping ability.* Jiwaji Dr A K Uppal, Deputy Dean Laxmibai National College of Physical Education, Gwalior

6 Joshi Anupama *A comparative study of personality achievement, motivation and school achievement of SOS.* Rajasthan Dr (Mrs) Sarla Grover 6-40 1arun Marg Tilak Nagar, Jaipur

7 Khan, Mohd Saleem *Environmental awareness among students and educators and their attitudes towards environmental education.* Rajasthan Dr C M Sharma, Assoc Prof, Department of Education University of Rajasthan Jaipur

8 Lone Mushtaq Ahmed *To study the effectiveness of District Institute of Education in improving primary education in J & K State.* Jammu Dr Lokesh Verma Lecturer Department of Education University of Jammu Jammu

9 Mukherjee Ranaji *Teaching of English composition through concept organisation.* Visva Bharati Prof N P Banerjee Samantapalli Santiniketan

10 Pal Arundhan *An enquiry into the dimensions of adjustment and academic achievement.* Calcutta

11 Roy Subrata *A study of J Krishnamurti's philosophy of education.* NBU

12. Thakre, Prabhakar Ghularamji *A study of the adult education programme launched by Nagpur University and its impact on the target group.* Nagpur Dr K I Pandit, Prof and Head, Department of Education, Nagpur University, Nagpur

Commerce

1 Bansal, Sharad Nand Kishore *Economics of scale in banking industry in India.* Baroda

2. Bhanu, V *Cement industry in India: A study of capacity utilization, investment and inventory behaviour.* Osmania

3 Dutta, Amitabh *A study of ILO social study measures. Its contribution in Indian context.* Ravishankar Dr D K Pathak, Coordinator, N S S, Pandit Ravishankar Shukla University, Raipur

4 Garg, Ram Niwas *Impact of Corporate Laws on the accounting procedures.* Delhi

5 Khandael, Dhanraj *Madhya Pradesh mein adivasiyon ke arthik vikas ke liye adivasi upayojana ka kriyavayan.* H S Gour Dr S B Awasthi, Department of Commerce, Dr Hari Singh Gour Vishwavidyalaya Sagar

6 Kharouf, Basim Mohammad Said. *Profitability of selected large scale industries in Jordan.* Baroda

7 Kushwah, Shiv Kumar Singh *Shikshit berojgaron ke liye swarajgar yojna Ek alochanatmak adhyayan.* Gwalior Jile ke vishesh sandarbh mein. Jiwaji Dr Umesh Holani, Department of Commerce, Jiwaji University, Gwalior

8 Lall Gouri Sankar *Behaviour of internal financing in the corporate sector of Eastern India.* Berhampur Dr Jagannath Panda Prof Department of Commerce, Berhampur University, Berhampur

9 Mahapatra Rudra Prasanna *Corporate dividend behaviour in India.* Berhampur Dr P K Sahu Prof, Department of Commerce Berhampur University Berhampur

Home Science

1 Anand, Anima Nitin *Integrating enhancers and inhibitors into a model for predicting iron availability from Indian meals.* Baroda

2 Borah, Ruplekha Pradeep *Technology women's task performance and quality of life of rural households in Assam.* Baroda

3 Kalita, Madhurima Chaliha *The influence type of plantation on the nutritional status of male and female tea plantation workers of Assam.* Baroda

4 Kshirsagar Vandana M *Effect of dietary habits on the nutritional status of the urban slum and rural population in Amravati District of Vidarbha.* Amravati Dr P N Chaudhari Department of Home Science Nagpur University, Nagpur

5 Nirmala Kumari, R M *A study of the factors affecting tailorability and sewability of commercial apparel fabrics.* Anna

6 Shiralkar, Maya Vijay *A study on the housing conditions and problems of tribals residing in Melghat area of Amravati District.* Amravati Dr (Mrs) V D Bijwe Head, Department of Home Science Amravati University Amravati



MINISTRY OF DEFENCE

DEFENCE RESEARCH AND DEVELOPMENT ORGANISATION (DRDO)

ADVT. NO. 034/RAC/93

Applications from Highly motivated engineering graduates with bright track record & having aptitude for research and development in Radars, EMI/EMC, Microwave Gas Turbine, Armament Computers Signal Processing, MMW systems & devices, Guidance and Control etc are invited for the following Fellowship Programmes in DRDO -

- 1 Electronics Fellowships Course - 40 (UR-31, SC-6, ST-3)
- 2 Gas Turbine Technology/Mechanical - 26 (UR-20 Engineering Fellowship Course SC-4 ST-2)
- 3 Senior Fellowship Course in Guided - 20 (UR-15 Missiles Technology Leading to SC-3 ST-2) M E./M Tech Degree

The fellowships at (1) and (2) are tenable at Institute of Armament Technology Pune for 12 months Fellowships at (3) are available in various Institutes/universities (mentioned in para 3 below) Admission criteria and eligibility conditions for each of these fellowship programmes are given in the succeeding paragraphs

(1) Electronics Fellowship Course

(2) Gas Turbine Technology/Mechanical Engineering Fellowship Course

Selected candidates would have to undergo specialised training as Fellows at Institute of Armament Technology, Pune for a period of 12 months The fellows will have to pass such tests as are prescribed by the Institute

Eligibility

Age Not exceeding 26 years (relaxable by five years in case of SC/ST candidates and Govt servants) Age will be reckoned as on 05th June, 1993

Essential Educational Qualifications (A) Electronics Fellowship Course At least second class Master's degree in Physics/Applied Physics with specialisation in Electronics or second class Bachelor's degree in Electronics and/or Communication Engineering from a recognised University or equivalent (B) Gas Turbine Technology/Mechanical Engineering Fellowship Course At least second class Bachelor's degree in Mechanical or Aeronautical Engineering from a recognised university or equivalent

Candidates appearing in qualifying examination may also apply They must send copies of mark sheets upto their last semester examination along with the application and result of last semester examination should be communicated immediately on its announcement to RAC The candidature of such candidates can be considered only if they acquire essential qualifications by 31st July, 1993

(3) Senior Fellowship Course in Guided Missiles Technology Areas Leading to M E./M Tech degree

The fellowships are tenable for a duration of 18 months during which selected candidates would have to undergo specialised courses leading to postgraduate degree at one of the Institutes/Universities in the subject concerned

Eligibility

(a) **Age** Not exceeding 26 years (relaxable by five years in case of SC/ST and Government Servants) Age will be reckoned as on 05th June 93 Candidates who will be admitted by the Universities/Institutes for their M Tech programmes will alone be considered for the award of these fellowships. The details of various fellowships available in different Institutions alongwith qualification requirements for each course are given below

S No	Name of the University/ Institute	Name of the Course	Qualification requirements	No of Fellowships
I	II	III	IV	V
1	Indian Institute of Science, Bangalore-560 012	Aeronautics, Fluid Dynamics, Control	Bachelor's degree in Aero/Mechanical/Electrical/ Electronics/ Computer Science Engg.	6
2	Indian Institute of Technology Madras-600 036.	Aeronautics Propulsion Hydro Dynamics, CAD/ CAM	Bachelor's degree in Mechanical/ Aero/Computer Science Engg	3
3	Indian Institute of Technology, Kharagpur-712 302	Signal Processing, Micro-wave Engg	Bachelor's degree in Electrical/ Electronics/ Communication Engg	4
4	Jadavpur University, Calcutta-700 032	Control/Guidance Software	Bachelor's degree in Mech/Electrical/ Electronics/ Computer Science Engg	2
5	PSG College of Technology, Coimbatore	CAD/CAM, Production Tech	Bachelor's degree in Aero/Mechanical/ Electrical/Engg	2
6	Indian Institute of Technology, Bombay	Aero Engg/ Control Engg	Bachelor's degree in Mechanical/Aero/ Electrical/Engg	3

Admission to the Senior Fellowship to University/Institute at S.No. 1 to 6 (a) Candidates who fulfil the prescribed qualification requirements should seek admission in any one of the Institutions mentioned above for the concerned subject as and when their M.TECH/ME programme are advertised by the respective Institutions. (b) After admission in the respective Institutions the candidates should apply for award of Senior Fellowship under IGMDP

(4) APPLICATIONS ARE INVITED FOR THE FOLLOWING POST FOR DIRECT RECRUITMENT :

Centre for Air Borne System, Bangalore

SCIENTIST 'E' (Rs 4500-5700) 1 - Post

Item No. 1 1 Post - ESSENTIAL QUALIFICATIONS (i) At least second class Bachelor's degree in Electronics/Electrical/Engineering or Master's degree in Physics with specialisation in Electronics/Wireless or equivalent from a recognised university or equivalent (ii) At least ten years experience in the field of Radar/Digital Electronics, out of which atleast five years should be in the field of Research related to Signal Processing Communication Detection of weak signals in strong clutter environment

DESIRABLE QUALIFICATIONS (i) M Tech/Ph D in Radar related field (ii) Experience in guidance to research groups

GENERAL CONDITIONS/INSTRUCTIONS

1 Candidates working in Government/Public Sector/Autonomous Organisations should apply through proper channel They shall not be interviewed if they fail to produce a "NO OBJECTION CERTIFICATE" from their employer at the time of interview

2 Knowledge of German French, Russian, Japanese or Chinese language is a desirable qualification

3 The prescribed Essential Qualifications are the barest minimum and the mere possession of the same does not entitle candidates to be called for interview Where the number of applications received in response to an advertisement is large and it will not be convenient or possible for the Recruitment and Assessment Centre (RAC) to interview all those candidates the RAC may restrict the number of candidates for interview to a reasonable limit on the basis of qualifications higher than the minimum prescribed in the advertisement

4 The RAC at their discretion may hold a written test of candidates applying for Fellowships No travelling or other allowance will be paid by the RAC for appearing at such written test Only those qualifying written test (if held) will be called for interview TA will be admissible to those who attend the interview

5 The number of Fellowships mentioned is tentative and may change

6 Application should be sent on the plain paper in the format given below (to be typed in A-4 size paper) accompanied by a crossed non-refundable current Indian Postal Order of the value of Rs 800 drawn in favour of Senior Accounts Officer Recruitment & Assessment Centre Defence Research and Development Organisation payable at New Delhi There is no fee for Scheduled Caste/Scheduled Tribe candidates

7 Self-attested copies of certificates in support of educational qualifications, experience etc MUST be attached with the application. Candidates will have to produce Original Certificates during interview as proof of details furnished by them in the application.

8 The application should be accompanied by two self-addressed unstamped covers of 23 cm x 10 cm size

9 Only typewritten applications will be accepted. Incomplete applications will be rejected and no correspondence will be entertained in this respect

10 Only Indian nationals need apply

11 The applications should be sent to Director, Recruitment and Assessment Centre, Lucknow Road, Timarpur, Delhi-110054 preferably by Registered Post in a cover superscribed "Application for Fellowship Programme" for Fellowships at items (1) & (2) and for "Item at Para (4) 1" only alongwith requisite Postal Orders

12 Candidates for SENIOR Fellowship Scheme at Item (3) should submit their applications alongwith requisite Postal Order direct to the Registrar/Dy Registrar/Head of the Department of the Institute only after having obtained admission in the M E/M Tech Programme in the respective discipline Postal Orders however should be in the name of Senior Accounts Officer RAC (DRDO) New Delhi 110 011

13 Last date for receipt of applications is 05th June 93 Last date for receipt of applications for candidates from Andaman and Nicobar Lakshadweep islands and abroad is 20th June 1993

14 CANVASSING IN ANY FORM WILL BE A DISQUALIFICATION

15 SELECTION Selection will be on the basis of a test/interview

16 STIPEND & SALARY During training, the trainees will be paid a consolidated stipend of Rs 2000/- for fellowships at 1 & 2 The fellowship amount for IGMDP Fellowship at S No 3 is Rs 2300/- per month presently but may be revised In addition book allowance would be admissible They may be given suitable hostel accommodation during the period of Fellowship on payment of rent as per rules On successful completion of the training, candidates would be placed in one of the Laboratories/Establishments as Scientists 'B' in the scale of Rs 2200-75-2800 EB-100-4000 plus usual allowances depending upon the place of posting In addition, advance increments may be given in deserving cases depending on the performance during the training.

17 For instructional tours and summer training in the DRDO establishments the Fellows will be entitled to TA/DA as admissible to Central Government Group 'A' Officers drawing a basic pay of Rs 2200/- in the scale of Rs 2200-75-2800-EB-100-4000

18 During the operation of the Fellowship Scheme, the Fellows will be required to pass all tests/examinations which are prescribed by the Institutes Those who are not able to pass such tests/examinations and do not successfully complete the training shall not be considered for appointment to the grade of Scientist 'B'

19 BOND Candidates will be under contractual obligation to serve the Defence Research & Development Organisation for a period of three (3) years after completion of training During training the candidates will not be permitted to apply/appear for any interview/selection/examination

20 PROMOTION PROSPECTS - DRDO offers excellent opportunities for career advancement as Scientists. Result oriented and highly motivated scientists can look forward to promotion to the following grades.

Scientist 'C' : Rs. 3000-4500

Scientist 'D' : Rs. 3700-5000

Scientist 'E' : Rs. 4500-5700

Scientist 'F' : Rs. 5100-6300

Scientist 'G' : Rs. 5900-7300

Promotion in DRDO depends upon merit and performance and is not linked to availability of vacancies.

21 Candidates have the liability to serve anywhere in India

Note General Conditions/Instructions at Serial 1, 2, 3, 6, 7, 8, 9, 10, 11, 13, 14, 15, 20 and 21 above are applicable and at Serial 4, 5, 12, 16, 17, 18, 19 above are not applicable for Direct Recruitment post at Para 4 above.

Following additional General Conditions/Instructions are also applicable for Direct Recruitment post mentioned at Para 4 above

1 Higher starting salary may be granted to the candidates whose performance is exceptionally brilliant in the interview

2 AGE LIMIT (i) For Scientist 'E' Not exceeding 45 years Age is relaxable by 5 years in case of Govt servants and those belonging to Scheduled Caste and Scheduled Tribe communities. Crucial date of determining age is 05th June 1993

3 Persons called for interview would be reimbursed actual train/bus fare by shortest route limited to second class rail fare from the normal place of residence to the place of interview

4 Candidates on appointment will have the opportunity to carry out Ph D with external registration and may be sponsored for doing M Tech

5 Opportunities are also available for study leave for carrying out higher studies abroad

6 Though initial place of posting is indicated against the post yet candidates have the liability to serve anywhere in India

PROFORMA APPLICATION

Application for Fellowship Course in Scientist " .. " Item No
... .. *(To be indicated as applicable)

1 Advertisement No

2 Name in Full (Shri/Smt/Km)
(in BLOCK LETTERS)

3 Details of Postal Order
(No, Date and Amount)

4 (a) Date of Birth (In Christian era in figures)

(b) Age as on 05th June 1993

5 Nationality

6 Marital Status

7 Father's/Husband's name

8 Address for correspondence (in block letters with PINCODE)

9 Permanent Address (in block letters with PINCODE)

10 Nearest Railway Station

11 Whether belong to SC/ST (if yes, attach certificate)

Affix Passport
size latest
photograph

12. Educational qualifications

In chronological order from X Standard (SSLC/HS/HSC) Onwards

Sr No	Examination Passed	University/ Institution/ Board	Year of Passing	Subjects taken	Percentage of Marks
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13 (a) Are you a Govt. servant

Yes/No

(b) If yes, Whether in Central/State Govt/Union Territory Govt. (write clearly)

14 Professional Training

Organisation	Period		Details of Training
	From	To	

15 (a) Are you qualified at GATE

(b) If qualified, please give the year and percentile score

16 Employment Record

Name & address of employer	Period of service from To	Designation of the post held/Name of Estt	Scale of pay of each post & present basic pay	Detailed description of *work	Reason for leaving
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* Separate sheet may be attached if necessary

17 Minimum joining time required

18 Field of Special Interest

19 (a) Resume of research work/experience, if any (Attach separate signed sheet(s), if necessary)

(b) List of Papers Published (Attach details in separate signed sheets)

20 Are you under any contractual obligations to serve Central/State Govt/PSU/Autonomous Body? If so, give details

21 Details of relatives already employed in DRDO

Name of Relatives	Relationship	Lab/Estt in which employed	Post Held
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22 Have you applied for any post in DRDO during the past two years? If yes give particulars

Sr No	No and Date of Advt	Name of Post/ Discipline	Date of Interview	Remarks
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23 Any other information you may wish to add (use separate sheet if necessary)

24 Declaration

I declare that the foregoing information is correct and complete to the best of my knowledge and belief and nothing has been concealed/distorted. If at any time, I am found to have concealed/distorted any material information, my appointment shall be liable to summary termination without notice. I will, if and when required, take up duty in the discharge of government assignments anywhere in India.

Place
Date

Signature of Candidate
day 93/30



ANNAMALAI UNIVERSITY

DIRECTORATE OF DISTANCE EDUCATION

Admission Notification for the year 1993-94

The Directorate offers the following courses of study Admission is open to persons all over India

I PROFESSIONAL COURSES

- 1 B Ed (English & Tamil Medium)
Duration One year
Admission will be given in the following order of preference
a Graduate Teachers working in recognised schools
b Post-Graduates
c Graduates from the recognised universities

- 2 M Ed (English & Tamil Medium)
Duration One year
Eligibility B Ed /M H Ed or an equivalent degree
- 3 Post Graduate Diploma in Pre-Primary Education (English Medium)
Duration One year
Eligibility Any degree

II FOUNDATION COURSES (English & Tamil Medium)

- 4 First Year
Eligibility Pass in 10 year SSLC (New Pattern)/Failed in 11 year SSLC/1 year of Plus 2 course/Matriculation(11 year) or an equivalent examination
- 5 Second year
Eligibility Pass in 11 year SSLC/11 year Matriculation/First year of the Foundation course/Failed in Pre-University examination/II year Intermediate examination or an equivalent examination

III UNDER GRADUATE COURSES

- Duration Three years
- 6 B A History (English & Tamil Medium)
 - 7 B A Sociology (English & Tamil Medium)
 - 8 B A Psychology (English Medium)
 - 9 B A Economics (English Medium)
 - 10 B A English
 - 11 B Lit (Tamil)
 - 12 B Com (English & Tamil Medium)
Eligibility A pass in Pre-University/Higher Secondary Examination/Second Year Foundation Course or an equivalent examination
- B.Lit EXEMPTION**
- Eligibility Those who have passed the Pulavar Examination for Annamalai University or an equivalent examination and having 10 years teaching experience are eligible to seek admission to Third year B Lit Course

- 13 B Sc Mathematics (English Medium)
Eligibility A pass in Pre-University/Higher Secondary Examination/Second Year Foundation Course or an equivalent examination with Mathematics as one of the subjects
- 14 B B A (Bachelor of Business Administration) (English Medium)
Eligibility A pass in Pre-University/Higher Secondary Examination/Second Year Foundation Course or an equivalent examination

IV POST-GRADUATE COURSES

- Duration Two years
- 15 M A Tamil
Eligibility B A/B Sc with Tamil under Part I or III or B Lit Tamil
 - 16 M A English
Eligibility B A/B Sc with English under Part II or III
 - 17 M A History (English & Tamil Medium)
Eligibility B A/B Sc
 - 18 M A Economics (English Medium)
Eligibility B A Economics or B Sc Statistics/B Sc Mathematics with 50% of marks in Part III of the B Sc Degree
 - 19 M A Psychology (English Medium)
Eligibility B A (Psychology) Any other B A or B Sc or B Com or Bachelor's degree in Management or Bachelor of Rehabilitation Science with 40% of marks in Part III
 - 20 M A Sociology (English Medium)
Eligibility B A/B Sc
 - 21 M Sc Mathematics (English Medium)
Eligibility B Sc Mathematics/B Sc Statistics
 - 22 M Sc Physics (English Medium)
Eligibility Candidates with B Sc (Physics Main with Mathematics as one of the ancillary subjects) degree qualification working as
i) Teachers in recognised schools
or
ii) Research Assistants in Research Institutions/Research Laboratories
or
iii) Graduates with first class in B Sc Physics (60% of marks and above only)
 - 23 M Sc Chemistry (English Medium)
Eligibility Candidates with B Sc (Chemistry Main with

Physics as one of the ancillary subjects) degree qualification working as

- i) Teachers in recognised schools
or
- ii) Research Assistants in Research Institutions/Research Laboratories
or
- iii) Graduates with first class in B Sc Chemistry (60% of marks and above only)

24 M Sc Zoology (English Medium)

Eligibility Candidates with B Sc (Zoology Main with Chemistry as one of the ancillary subjects) degree qualification working as

- i) Teachers in recognised schools
or
- ii) Research Assistants in Research Institutions/Research Laboratories
or
- iii) Graduates with first class in B Sc Zoology (60% of marks and above only)

25 M Sc Botany (English Medium)

Eligibility Candidates with B Sc (Botany Main with Chemistry as one of the ancillary subjects) degree qualification working as

- i) Teachers in recognised schools
or
- ii) Research Assistants in Research Institutions/Research Laboratories
or
- iii) Graduates with first class in B Sc Botany (60% of marks and above only)

26 M Com (English & Tamil Medium)

Eligibility B Com./B B.A./B A Corporate Secretaryship/ B A Co-operation/Bachelor of Bank Management/M B.A./Bachelor of Co-operation

V LAW DEGREE COURSES

a. Post-Graduate Courses

27 M L (Master of Law) (English Medium)

Duration Three years

- i) BRANCH i Contracts Including Mercantile Law
- ii) BRANCH ii Labour and Industrial Relations and Administrative Law

Eligibility B L. or an equivalent degree

b Degree Courses

28 B.A.L. (Bachelor of Academic Laws) (English Medium)

Duration Three years

Eligibility Any Degree

29 B G L. (Bachelor of General Laws) (English Medium)

Duration Two years

Eligibility Any Degree

c Diplomas (English Medium)

30 Diploma in Labour Laws with Administrative Law

31 Diploma in Law of Taxation

Duration One year

Eligibility Any Degree

VI MANAGEMENT COURSES (English Medium)

Duration One year

32 Diploma in Production Management

Eligibility B E /M Com /M B A /M A Economics/ M Sc Mathematics/M Sc Statistics/B E Agriculture/Diploma Holders in Engineering

33 Post-Graduate Diploma in Materials Management

34 Post-Graduate Diploma in Business Administration

35 Post-Graduate Diploma in Personnel Management and Industrial Relations

36 Post-Graduate Diploma in Marketing Management

37 Post-Graduate Diploma in Financial Management

38 Post-Graduate Diploma in Tourism Management

39 Post-Graduate Diploma in Advertising

40 Post-Graduate Diploma in Public Relations

Eligibility Any Degree

VII JOB ORIENTED COURSES .

Duration One year

41 Diploma in Concrete Technology and Design of Concrete Structure (English Medium)

42 Diploma in Construction Management (English Medium)
Eligibility (for Sl Nos 41 & 42) Diploma in Civil Engineering/B E Civil Engineering/B E Civil and Structural Engineering/A M I E. Civil Engineering

43 Diploma in Chemical Process, Instrumentation and Control (English Medium)

Eligibility B.Sc with Physics/Chemistry/Mathematics either as main or ancillary subjects or Diploma holders in Chemical, Mechanical, Electrical, Paper, Sugar, Food, Petroleum, Polymers or Electronics Engineering, B.Pharm.

44 Diploma in Maintenance Management (English Medium)

Eligibility i) B E (Mechanical/Production/Electrical/Chemical)
ii) A.M.I.E. (Mechanical/Electrical/Chemical)
iii) Diploma in Engineering (Mechanical/Electrical/Chemical)

45 Post-Graduate Diploma in Banking (English Medium)

46 Post-Graduate Diploma in Co-operative Management (Eng Med)

Eligibility : (for Sl Nos 45 & 46) Bachelor's degree in

Arts, Science, Commerce, Agriculture and Engineering or equivalent qualifications.

- 47 Diploma in Sugar Technology (English Medium)
- 48 Diploma in Fertilizer Technology (English Medium)
Eligibility (for Sl. Nos. 47 & 48) B.Sc degree holders who have studied Chemistry as main or ancillary subjects/B.Sc. (Agn.)/Diploma holders in Chemical or Mechanical Engineering.
- 49 Diploma in Industrial Safety (English Medium)
Eligibility A Graduate in Science/Arts subjects/B Pharm or any Diploma holder/Degree holder in Engineering.
- 50 Diploma in Industrial Pollution and Control (English Medium)
Eligibility B Sc degree with Chemistry/Physics/Botany/Zoology as Main or ancillary subjects or Diploma holders in any Branch of Engineering and Technology
- 51 Diploma in Industrial Hygiene (English Medium)
Eligibility a Graduates in B Sc
b M B B S./B.E./B.E. (Chem)/B.Tech
c B Pharma /B Sc (Agn)
d Diploma in Engineering, Nursing
e M B A If the applicants have studied Physics, Chemistry and Botany at the Higher Secondary level
- 52 Diploma in Energy Management Technology (English Medium)
Eligibility a Graduates in B A./B Sc /B Com
b B E/B E (Chem)/B Tech /B Pharm
c B Sc (Agn)/M B A
d Diploma in Engineering
- 53 Certificate Course in Automobile Technology (English & Tamil Medium)
- 53 Certificate Course in Offset Machine Printing (English & Tamil Medium)
- 54 Certificate Course in Binding and Finishing (English & Tamil Medium)
- 55 Certificate Course in Office Management (English & Tamil Medium)
Eligibility (for Sl Nos 53 to 56) A Pass in SSLC (X Standard) or equivalent examinations

VIII LIBRARY SCIENCE COURSES

Duration One year

- 57 B L I S (Bachelor of Library and Information Science) (English Medium)
Eligibility Any degree
- 58 M L I S (Master of Library and Information Science) (English Medium)
Eligibility Bachelor of Library Science/Bachelor of

Library and Information Science or equivalent qualifications.

IX. OTHER DIPLOMAS :

Duration : One year

- 59 Post-Graduate Diploma in Econometrics (English Medium)
Eligibility Post-graduate degree in Economics, Demography, Statistics, Commerce, Business Administration and Professionals in Engineering.
- 60 Post-Graduate Diploma in Management Accounting (English Medium)
Eligibility B A /B Sc /B Com /B Sc (Agn) or an equivalent degree

APPLICATION FORM AND PROSPECTUS CAN BE HAD FROM THE DIRECTOR, DIRECTORATE OF DISTANCE EDUCATION, ANNAMALAI UNIVERSITY, ANNAMALAI-NAGAR - 608 002 by sending a requisition along with a crossed Demand Draft for Rs 25/- drawn in favour of the Registrar, Annamalai University, on any bank at Annamalai-nagar/Chidambaram, mentioning clearly the name of the course for which the application form is required and a self-addressed unstamped cover of size 25 cm x 12 cm The requisition along with the Demand Draft for Rs. 25/- should be sent to the Director, Directorate of Distance Education, Annamalai University, Annamalai-nagar-608 002. Cheques, Postal Orders, Money Orders, Cash and Outstation Demand Drafts are not accepted Demand Draft should be purchased on or after 30.04.1993.

Applications can also be had in person from the Directorate of Distance Education and the following Study Centres of the Directorate from 05.05.1993 on payment of Rs. 25/- by Demand Draft drawn in favour of the Registrar, Annamalai University as instructed above.

- | | | |
|---|--------------------------------|--|
| 1 | MADRAS | 19 Marshall's Road, Egmore, Madras - 600 008 (Phone Nos 861590/861909) |
| 2 | TIRUCHI | 32-B, 7th Cross, Thillai Nagar, Tiruchi-620 018 |
| 3 | SALEM | 15, Dr Subbarayan Road, Salem-636 001 (Near Palace Theatre) |
| 4 | NAGERCOIL (Counselling Centre) | 316-E, K.P Road, Nagercoil 629 003 (Phone No 3561) |
| 5 | TIRUNELVELI | 49-C, Kailasapuram North Street, Bava Building (Second Floor) (Near Bus Stand) Tirunelveli-627 001 |
| 6 | VELLORE | 4, Thagairajapuram, Vellore-632 001 (Near Lakshmi Theatre) (Phone No 27647) |
| 7 | MADURAI | 176 North Veli Street, Madurai-625 001 |
| 8 | COIMBATORE | 72, Sarojini Street, Ram Nagar, Coimbatore-641 009 |

- 9 **NEW DELHI** · Rama Market (Second Floor) E-249, Munirka Village, New Delhi-110 057 (Phone No. 653345)
- 10 **KARAIKUDI** · No 7 Seventh Street, Subramaniapuram, Karaikudi- 623 002.
- 11 **CALCUTTA** 127/10, Manicktila Main Road, Calcutta-700054.
- 12 **ANNAMALAI NAGAR** · DDE Buildings, Annamalai University, Annamalinagar-608 002

All the study Centres and Counselling Centre except Annamalinagar will remain closed on all Tuesdays, Second Mondays and all other public holidays.

Applications for all courses will be issued upto 28-06-1993.

The last date for receipt of filled in applications for all courses is 30-06-1993.

SPOT SELECTION :

Spot selection for admission to the above courses except M.Sc (Physics, Chemistry, Zoology and Botany), M.L. and B.Ed. will be made through all our Study Centres if the applicants submit along with their applications the necessary original certificates, Demand Draft for the prescribed fee and two copies of their recent photograph 4 cm x 3 cm. The spot selection is provisional and subject to confirmation by the Director

Those who want to get applications by post should apply to the Directorate only and not to the Study Centres.

Filled in applications should be sent only to the Director, Directorate of Distance Education, Annamalai University, Annamalinagar, Tamil Nadu, Pin code : 608 002. IN NO CASE FILLED IN APPLICATIONS SHOULD BE SENT TO THE STUDY CENTRES.

REIMBURSEMENT OF NON-REFUNDABLE FEE FOR SC/ST STUDENTS :

SC/ST students of Tamil Nadu pursuing Correspondence Courses are eligible for reimbursement of the non-refundable fees subject to the conditions laid down in the G.O MS No 2040 of the Government of Tamil Nadu dated 20.10.1989

CAUTION .

Some private institutes/individuals posing as our agents are allegedly collecting fees, issuing application forms and promising admission to our courses. The Directorate has no such agents and takes no responsibility for their actions. Intending applicants are therefore advised to correspond with the Directorate only.

Applicants are warned not to become victims of cheating and exploitation by bogus claimants in this regard.

APPLICANTS ARE ADVISED TO APPLY TO THE DIRECTORATE INDIVIDUALLY, FOR APPLICATION FORMS AND ADMISSION APPLICATIONS FOR ADMISSION RECEIVED THROUGH TUTORIALS OR ANY OTHER AGENCY WILL BE SUMMARILY REJECTED

Admission cannot be claimed as a matter of right and the Directorate reserves to itself the right of admission.

Note Where a degree is prescribed as the qualification for admission to a course, candidates who passed the qualifying degree examination under 10+2+3/11+1+3/11+2+2 pattern and under the Open University System alone are eligible for admission to the course

Place : Annamalinagar
Date : 16.04.1993

Dr. K. Ayyakkannu
DIRECTOR

UNIVERSITY OF HYDERABAD

(Central University established under an Act of Parliament)

PO Central University, Hyderabad 500 134

ADMISSION ANNOUNCEMENT 1993-94

The University will hold entrance examinations from 24th June to 28th June, 1993 for admission to the following courses during 1993-94:

1) **SCHOOL OF HUMANITIES:** M.A., M.Phil. & Ph.D in English, Philosophy, Hindi, Telugu, Urdu and Applied Linguistics; M.Phil. and Ph.D. In comparative Literature, P.G. Certificate/Diploma in Chinese/Japanese (part-time evening courses), and Advanced Diploma in Telugu (for non-Telugu speaking persons).

2) **SCHOOL OF SOCIAL SCIENCES:** M.A., M.Phil. & Ph.D. in Economics, History, Political Science, Sociology and Anthropology; M.Phil. and Ph.D. in Regional Studies. 3) **SCHOOL OF CHEMISTRY:** M.Sc (Chemistry), M.Phil (Chemistry, Chemical Education) & Ph.D (Chemistry) 4) **SCHOOL OF LIFE SCIENCES:** M.Sc., M.Phil., Ph.D in Biochemistry, Plant Sciences. Animal Sciences. 5) **SCHOOL OF MATHEMATICS & COM-**

PUTER/INFORMATION SCIENCES: a) Mathematics: M Sc., M Phil & Ph.D in Mathematics, Applied Mathematics, Statistics-Operations Research. b) Computer/Information Sciences MCA, PGDCA, M Tech. in Computer Science/Artificial Intelligence, Ph D in computer/Information Sciences 6) SCHOOL OF PHYSICS M Sc (Physics), M Phil (Physics, Materials Science and Modern Optics/Laser Physics) & Ph.D (Physics). 7) SAROJINI NAIDU SCHOOL OF PERFORMING ARTS, FINE ARTS AND COMMUNICATION: M.P.A (Dance, Theatre Arts), M.F.A. (Painting), M A. in Communication (Audio- Visual Media) P G Diploma in Acting (part-time evening course)

ENTRANCE EXAMINATIONS: Admissions are made on All India basis in order of merit taking into consideration the past academic record and performance of the candidates at written/oral test as prescribed in the Prospectus for 1993-94 The written examinations for all the courses will be held at Bangalore, Bhubaneswar, Cochin, Delhi, Hyderabad, Madras, Madurai, Pune, Tirupati, Vijayawada and Waltair The University reserves the right to cancel any of these centres If the total number of eligible candidates is less than 100 at that centre The oral test (interview) for M Tech, M Phil & Ph D programmes are tentatively scheduled to be held between 15th and 17th July, 1993 at Hyderabad Candidates will have to appear for these examinations (both written & oral) at their own expense

RESERVATION OF SEATS: In each course, 15% and 7.5% of the seats are reserved for SC and ST candidates respectively with a provision for interchangeability wherever necessary 3% of the seats are reserved for physically handicapped candidates Relaxation in the minimum percentage of marks required for admission is also provided for these categories in each course Weightage upto a maximum of 2 marks will be given for excellence in sports and cultural activities at State/National level For admission of foreign students and admission of nominated candidates from some Union Territories/North Eastern states, refer to Chapter 3 of the prospectus

ELIGIBILITY: Detailed information regarding minimum qualifications and other requirements for various courses is given in the prospectus. Candidates whose results of the qualifying degree examination are awaited

and also those who are due to appear for the final examination of the qualifying degree before the dates of entrance examinations are also eligible They must, however, submit the results of the final examination not later than 31st August, 1993, failing which provisional admission. If granted, will stand cancelled automatically

HOW TO APPLY: Copies of the prospectus for 1993-94 containing detailed instructions, eligibility criteria for admission to each course/programme and application forms can be obtained IN PERSON from 10.5.1993 onwards either from the Academic Section, Administration Building in the University Campus, Gachibowli, Hyderabad 500 134 or from "The Golden Threshold" premises at Nampally Station Road, Hyderabad 500 001, against cash payment of Rs 30/- for the first set of one application form and prospectus and Rs 10/- for each additional application form BY POST from the Deputy Registrar (Acad. & Exams), University of Hyderabad, Central University P.O Hyderabad - 500 134 by sending a) requisition. b) one self-addressed slip, c) a crossed demand draft for Rs 35/- drawn in favour of the Registrar, University of Hyderabad. On State Bank of India, Hyderabad Central University Branch, Hyderabad (Code 5916) or on Andhra Bank, Nampally Branch, Hyderabad Code (378) for the first set of one application form and prospectus and Rs 10/- for each additional application form

NOTE: A separate application is required for each course However, for the following courses one application for each set of courses as mentioned below is sufficient i) M.Sc. Mathematics (Applied Mathematics, Mathematics, statistics- O R), ii) MCA and PGDCA, iii) M Tech (Computer Science, Artificial Intelligence), iv) M.Phil Mathematics (Applied Mathematics, Mathematics, Statistics-O.R), v) M Phil in Physics, Materials Science, Modern Optics/Laser Physics), vi) M.Phil in Chemistry/Chemical Education

LAST DATE for receiving REQUESTS	20.05.1993
for issue of application forms by post	(Thursday)
LAST DATE for receiving completed application forms	28.05.1993
	(Friday)

The University will not be responsible for any postal delay. Candidates are therefore advised to apply well in time

Hyderabad
26.04.1993

P MURALIKRISHNA
REGISTRAR

UNIVERSITY OF HYDERABAD

Central University, P.O. Hyderabad - 500 134

Special Admission Announcement for 1993-94

(MAINLY FOR THE ATTENTION OF SC & ST CANDIDATES)

In continuation of the Admission Announcement dt. 26.4.1993 inviting applications for admission to various full-time courses in M.A., M.Sc., MCA, PGDCA, MPA, MFA, M.Tech., M.Phil., Ph.D. and part-time evening P.G. Diploma in Acting & P.G. Certificate/Diploma courses in Chinese/Japanese Languages and Advanced Diploma in Telugu etc., during 1993-94, it is notified as follows

i) 15% and 7.5% seats in each course are reserved for SC and ST candidates respectively with a provision for interchangeability, wherever necessary ii) for admission to PG courses, viz. M.A., M.Sc., M.C.A., M.F.A., M.P.A., and Diploma courses, a relaxation of 5% marks in the minimum eligibility condition for admission to a course will be provided. Further relaxation in the marks may also be provided to fill the vacant seats, if any. There will be no cut off point in the entrance examination for admission to these courses iii) For admission to M.Phil., M.Tech. and Ph.D., relaxation of 5% marks in the minimum eligibility condition (subject to a minimum of a second class) will be provided. Candidates are required to obtain a minimum of 40% marks in the entrance examination (i.e. previous academic record and written/oral test) for admission to M.Phil./M.Tech. (as against 55% marks for the open category) and 50% marks in the entrance test for Ph.D. (as against 60% marks for the open category). iv) 22.5% of the seats available in the University Hostels are reserved for them (15% for SC and 7.5% for ST) v) Subject to fulfilling the conditions prescribed, they will be eligible for the award of Govt. of India Post Matric Scholarships by the Social Welfare Dept. of the Govt. of Andhra Pradesh for the duration of their study. Assistance for purchase of books and calculators for MCA course is also provided by Social welfare Dept. vi) Provision may also be made where considered necessary for conducting remedial courses in English and other subject for the benefit of

the candidates vii) SC/ST candidates are exempted from the payment of Registration fee.

Application forms together with prospectus 1993-94 contained detailed instructions. Including eligibility conditions for admission to each course/programme of study can be obtained

i) IN PERSON Either from the Academic Section in the Campus, Gachibowli, Hyderabad - 500 134 or from "The Golden Threshold" premises at Nampally Station Road, Hyderabad - 500 001, against cash payment of Rs.30/- for each set of Prospectus and one application form (Rs 10/- for each additional Application Form), from 10.5.1993

ii) BY POST From the Deputy Registrar (Academic & Examinations), University of Hyderabad, Central University, P.O. Hyderabad - 500 134, by sending him (i) requisition, (ii) One Self-addressed Slip, (iii) Crossed Demand Draft for Rs.35/- drawn in favour of the Registrar, University of Hyderabad, on State Bank of India, Hyderabad Central University Branch, Hyderabad (Code 5916) or on Andhra Bank, Nampally, Hyderabad (Code 378) for a set of one application form and prospectus and Rs 10/- for each additional application form.

LAST DATE FOR RECEIVING REQUEST FOR APPLICATION FORM BY POST: 20.05.1993

LAST DATE FOR RECEIVING COMPLETED APPLICATIONS 28.05.1993

Hyderabad
30.4.1993

P. Muralikrishna
REGISTRAR

GOVERNMENT OF INDIA
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(Department of Education)
ES.1 SECTION

FRENCH GOVERNMENT SCHOLARSHIP 1993-94

Applications are invited on plain paper as per the prescribed format from Indian nationals for the award of Two (2) French Government Scholarships for the year 1993-94 in History for Doctoral/ Post doctoral Research

Duration : 12 Months

Value : (1) a Stipend of 5000 French francs per month (2) medical reimbursement will be made in accordance with existing French Government Scholarship regulations

Travelling Expenses : Air passage from Bombay/Delhi & Paris and back will be provided by the French Government, in economy class

Academic Qualifications Required : The candidates must possess Master Degree/ Ph D for Doctoral/ Post-doctoral Research, respectively with 60% or above marks

French Language : Candidates having a good knowledge of French language will be given preference

Placements : Applicants must have a letter of acceptance from a French University research institute or centre before applying for the scholarship

Note : 1 The following documents must attached with the application (a) attested copy of the certificate certifying the date of birth (b) Candidates belonging to SC/ST must attach a copy of certificate to this effect (c) Attested copies of all degrees/ diplomas/ certificate etc (e) Candidates must furnish a clear and precise programme of study/ research (f) A recent passport size photograph of the candidate must be affixed on the prescribed application form (2) Application in the subject-field other than those specified above will not be considered (3) Candidates who have already been abroad for study/research/ specialisation/ training either on a scholarship or on their own for more than six months may apply if they have been in India for at least three consecutive years after their return (4) Applications of candidates who are at present abroad will not be considered (5) Only the Candidates having contacts with Professors/ placement at the Institutes or donor country should apply (6) Candidates should have sufficient knowledge of India and the Donor country. (7) Applications not containing the required documents will not be considered (8) No correspondence will be made with candidates not selected for interview/ scholarship (9) Canvassing in any form will be a disqualification (10) Candidates who are in employment must send their applications duly sponsored by their employers (11) Applications received late will not be entertained Candidates should send their application for the above scholarship to the Under Secretary, Department of Education, Ministry of Human Resource Development, A 1/W 3 Curzon Road Barracks, Kasturba Gandhi Marg, New Delhi-110001 The last date of receipt of applications is 31.5.93

ANNEXURE-I

APPLICATION FORM

- 1 Scheme under which applied
- 2 Subject Sub-subject
- 3 Name in full as in passport Dr/Shri/Smt/Kumari
(Surname) (First name) (Second name)
- 4 Name of father
- 5 Name of sponsoring authority and/or name of the authority which will employ you on return from abroad
- 6 a) Date of Birth
b) Place of Birth
- 7 a) Are you citizen of India
b) State to which you belong
c) Are you a member of Scheduled Caste/ Scheduled Tribe If so, give particulars and attach a certificate from the District Magistrate of your place of residence in support of your claim

Passport size photograph duly signed in ink to be pasted here (without photograph application will be considered incomplete)

For official use only

A Q E

8. Address of the applicant with pin code number
i) Present/Mailing
ii) Permanent
- 9 Particulars concerning Examinations passed commencing with Matriculation or equivalent examination (attach attested photocopy of each certificate/ diploma/ degree for record)

University/ Board/ Institution	Examination passed with year	Class/ Div	Percentage of marks & position if any	Subject taken
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10. a Details of papers published, if any
b What you have been doing since last examination mentioned under Col 8
- 11 a Particulars of employment

Office/Instt. where employed	Date of joining	Date of leaving	Post held	Monthly salary	Nature of duties
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b Have you any contact obligation with your employer? If so, furnish details

- 12 a Knowledge of foreign languages, if any (attach proof if possible)

Skill	Very good	Good	Fair	Nil
Comprehension	Spoken Written			
Expression	Spoken Written			

13. Nature of proposed programme of study/research

- a. Field of study
Main subject
Sub-subject
- b. Scholarship/Fellowship desired for Training/ Specialisation :
Doctoral/research
Post-doctoral study/research
- c. Name of the institution (if known) where admissible/training is desired (in order of preference)
- d. Are you willing to accept a place at some other institution if the appropriate scholarship agency recommends it?
- e. Have you already approached any University or University Professor in the country in which you intend to study? If so, give name & results
- f. Degree sought, if any
- g. Give separately in extra sheets, brief statement in about 100 words each about
 - a. The work engaged in
 - b. Nature, programme of study/research desired

14. Future prospects after studies/research

- a. Plan for the future
- b. How are these related to the technical or economic development of the country?

15 a. Have you applied for any other scholarship in the last two years? If so, state the name(s) of the scholarship(s) and the subject of study/ research proposed therein. Are you willing to be considered under any similar scholarship scheme involving study in another country? If so which?

- b. If you had applied under this scheme previously please indicate the result

16 Give below the names of two persons (they must not be related to you) who, are in a position to testify from their personal knowledge as to your fitness for the proposed courses of study. They must be persons under whom you have worked or studied

- i) Name with full address
- ii) Name with full address

17 Have you ever been abroad? If so, give the following particulars

Country visited	Date of visit	Duration of visit	Purpose of visit	Scholarship(s) received if any
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18 Father's name (in full)

- a. Nationality
- b. Occupation
- c. Address

19 In case you are married, please state -

- a. The name of your wife/husband with full address
- b. Nationality
- c. Occupation (Please give designation with full address, if he/she is employed)

20 Next of kin to be notified in the case of emergency (give name, address and relationship)

21 I hereby declare that the entries in this form and the additional particulars (if any) furnished in reply to the questions above are true to the best of my knowledge and belief

(Signature of the candidate)

Place

Date .

22 I understand that if I fail to avail myself of this scholarship, under any circumstances, the Government of India, will not consider me for any scholarship being administered by them for a minimum period of atleast one year from the date by which this scholarship should have commenced

(Signature of the candidate)

Place

Date

- 23 a. Certified that Shri/Smt/Km is employed by us/me. He/She has been working here as and has been sponsored by us/me for study abroad since**
- b. He/She will be relieved by me/us, if selected
 - c. I/We undertake that he/she will be permitted to join his/her department/ organisation on return from study abroad. I/We will ensure that his/her terms and conditions of service i.e. salary, seniority, promotion, leave etc. will not be adversely affected on account of his/her absence and further that everything possible will be done to provide the scholar with work and conditions of service suitable to and commensurate with his/her qualifications/ training obtained abroad.

(Signature of Employer
Sponsoring authority)
Seal of Office

Place :

Date

dayp 93/23

UNIVERSITY OF HYDERABAD

**P.O. Central University,
Hyderabad-500 134**

Notification No : 5/93

Special Notification for the SC/ST Candidates

The University invites applications in the prescribed form from the eligible SC/ST candidates, for the following positions

- 1 Lecturer in History (1 post)
- 2 Lecturer in English (1 post)
- 3 Lecturer in Physics (1 post)

Essential Qualifications Good academic record with at least 55% marks or an equivalent grade at Master's degree level in the relevant subject from an Indian University or equivalent degree from a foreign University

Candidates besides fulfilling the above qualifications should have cleared the eligibility test for Lecturers conducted by UGC, CSIR or similar test accredited by the U G C. However, candidates in the following categories have been exempted from appearing in eligibility test i) those who have passed UGC/CSIR JRF Examination, ii) those who have already been awarded Ph D degree, iii) those who have already been awarded M Phil degree on or before 31st March, 1991 iv) those who will submit their Ph D thesis by 31st December, 1993

Desirable Qualifications A Ph D degree in the relevant subject

Specialisations -

Lecturer in History - Open

Lecturer in English - Any area of English Studies other than English Language Teaching/Linguistics

Lecturer in Physics - Condensed Matter Physics, Quantum optics, Particle Physics

Scale of pay Rs 2200-75-2800-100-4000

Preference will be given to SC candidates for the post of Lecturer in History and to ST candidates for Lecturer posts in English and Physics

The prescribed application forms can be had either in person from the Recruitment Section, Administration Building, University Campus in Gachibowli, Hyderabad-500 134 by paying Rs. 10/- for one set of application form or by post by sending a requisition and self addressed envelope of the size of 20 cm x 30 cm to Section Officer (Recruitment Section), University of Hyderabad, Gachibowli, Hyderabad-500 134 accompanied by a crossed Demand Draft for Rs. 15/- drawn in favour of the Finance Officer, University of Hyderabad, on State Bank of India, Hyderabad University Campus Branch or Andhra Bank payable at Hyderabad so as to reach him by 25.5.1993.

REGISTRAR

WANTED

For the Union Christian College, Alwaye-683 102, Lecturer in Physical Education (Community Orthodox/Jacobite/Marthoma/CSI) in a substantive vacancy Age, Qualifications, etc as per UGC norms Apply within one month in the form available from the Manager on payment of Rs. 75/- with self addressed stamped envelope

PRINCIPAL

AGRICULTURAL ECONOMICS RESEARCH CENTRE UNIVERSITY OF DELHI DELHI-110 007

Applications are invited for the post of one Senior Fellow, who may also be required to perform the duties of Director of the Centre, in the pay scale of Rs. 4500-150-5700-200-7300 plus usual admissible allowances Applications must reach the Chairman, Governing Body, Agricultural Economics Research Centre, University of Delhi, Delhi-110007, not later than June 5, 1993 by registered post

Note (1) Persons who have applied in response to the earlier advertisement dated 20th November, 1991 need not apply again

(2) Details regarding prescribed qualifications can be had from the Centre by post or in person during working hours

**Prof A. L. Nagar
CHAIRMAN**



University of Poona

Department of Physics

Appointment of Junior Research Fellow

Applications are invited for one post of Junior Research Fellow to work on research project entitled, 'Design and development of HFCVD system for synthesis of Diamond films' sanctioned to Dr. V.P. Godbole by BRNS, Dept. of Atomic Energy, Govt of India. The minimum qualification is M.Sc. (Physics) from any recognised university. The appointment is purely temporary for duration of the project which ends on April 1994. The post carries a fellowship of Rs. 1800/- p.m.

Applications giving details of qualifications should reach to Dr. V.P. Godbole, Department of Physics, University of Poona, Pune 411 007, within fifteen (15) days from the date of advertisement.

**Advt. No : 25
Date : 4/5/1993**

**M. D. Nalewade
Registrar**

A.I.U. PUBLICATIONS

	Rs.		
1 Universities Handbook	1000 00	59 Unfair Means in University Examinations - A Study	50 00
2 Equivalence of Foreign Degrees	180 00	60 Computer in Examinations (Why & How)	65.00
3 Handbook of Engineering Education	80.00	61 Scaling Techniques What, Why & How	75 00
4 Handbook of Medical Education - 1993	In Press	62 Conduct of Examinations	35 00
5 Handbook of Management Education - 1989	30 00	63 Towards Better Questions	In Press
6 Handbook of Agricultural Education	In Press	64 Monograph on Grading	15 00
7 Handbook of Distance Education	40 00	65 Monograph on Question Banking	14 00
8 Scholarships for Study Abroad and at Home	10.00	66 Monograph on Internal Assessment	10.00
9 Directory of Distance Education Institutions - Part I India	225 00	67 Monograph on Test & Item Analysis	17.00
10 Directory of Distance Education Institutions - Part II Pakistan & Sri Lanka	500 00	68 Monograph on Question Banking in English Language & Literature	10 00
11 Association of Indian Universities - 1925-75	50 00	69 Monograph on Practical Examinations	30 00
12 Association of Indian Universities - 1925-85	100 00	70 Monograph on Semester System	20.00
13 New Technologies in Higher Education (HB)	120 00	71 Research Abstracts - Part I, II & III Each	6.00
14 Decentralisation of Higher Education System	100 00	72 Research Abstracts - Part IV	14 00
15 Graduate Unemployment in India	150 00	73 Monograph on Sample Free Item Analysis	50.00
16 Higher Education in India Retrospect and Prospect	250 00	74 Monograph on Moderation of Examination Results	8.00
17 Studies in Distance Education	20 00	75 Monograph on Syllabus Analysis and Restructuring	10.00
18 Directory of Women's Studies in India	120 00	76 Monograph Revaluation of Answer Scripts	In Press
19 Universities and Research	40 00	77 Assessing Non Scholastic Aspects of Learners Behaviour	In Press
20 University Finance - A Statistical Profile II	75 00		
21 State Funding of Universities	50 00		
22 Elite in the Making	40 00		
23 Economics of College Education - A Study of Hindu College, Delhi	25 00		
24 Educational Statistics at a Glance	75 00		
25 Education and Economic Development	25 00		
26 Report of the Task Force on Autonomous Colleges and Departments	60 00		
27 Financial Deficits in Universities	50 00		
28 Report on National Colloquium on Right to Education as a Fundamental Right	50 00		
BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS			
29 Social Science	50 00		
30 Humanities 1857-1970	100 00		
31 Physical Sciences	125 00		
32 Biological Sciences	100 00		
33 Physical Sciences - 1970-75	120 00		
34 Biological Sciences - 1970-75	120 00		
35 Social Sciences & Humanities - 1975-76	50 00		
36 Natural & Applied Sciences - 1975-76	90 00		
37 Natural & Applied Sciences - 1976-77	120 00		
38 Natural & Applied Sciences - 1977-78	100 00		
39 Natural & Applied Sciences - 1978-79	125 00		
40 Natural & Applied Sciences - 1979-80	130 00		
41 Social Sciences & Humanities - 1980-81	120 00		
42 Natural & Applied Sciences - 1980-81	180 00		
43 Social Sciences & Humanities - 1981-82	150 00		
44 Natural & Applied Sciences - 1981-82	225 00		
45 Social Sciences & Humanities - 1982-83	160 00		
46 Natural & Applied Sciences - 1982-83	250 00		
47 Social Sciences & Humanities - 1983-84	180 00		
48 Natural & Applied Sciences - 1983-84	320 00		
49 Social Sciences & Humanities - 1984-85	200 00		
50 Natural & Applied Sciences - 1984-85	320 00		
51 Social Sciences & Humanities - 1985-86	200 00		
52 Natural & Applied Sciences - 1985-86	320 00		
53 Social Sciences & Humanities - 1986-87	245 00		
54 Natural & Applied Sciences - 1986-87	325 00		
55 Social Sciences & Humanities - 1987-88	340 00		
56 Natural & Applied Sciences - 1987-88	550 00		
57 Social Sciences & Humanities 1989	360 00		
58 Natural & Applied Sciences 1989	In Press		
		ON EXAMINATIONS	
		59 Unfair Means in University Examinations - A Study	50 00
		60 Computer in Examinations (Why & How)	65.00
		61 Scaling Techniques What, Why & How	75 00
		62 Conduct of Examinations	35 00
		63 Towards Better Questions	In Press
		64 Monograph on Grading	15 00
		65 Monograph on Question Banking	14 00
		66 Monograph on Internal Assessment	10.00
		67 Monograph on Test & Item Analysis	17.00
		68 Monograph on Question Banking in English Language & Literature	10 00
		69 Monograph on Practical Examinations	30 00
		70 Monograph on Semester System	20.00
		71 Research Abstracts - Part I, II & III Each	6.00
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- Marketing
- Organisational Behaviour
- Operations Management
- Operations Research
- Strategic Management

Indian Institute of Management, Lucknow is the fourth national level management institutions set up, in 1984, by the Govt of India, after the three at Calcutta, Ahmedabad and Bangalore. The Institute has different areas of activity namely Post Graduate Programmes, Management Development Programmes, Research and Consultancy. In the near future it has plans to start Fellowship Programme and Management Teachers Programme.

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